

Pupil Progression Plan Policies and Procedures for the 21st Century

for

Louisiana Special Education Center School System

for

2007-2008

Submitted to Louisiana Department of Education

July 16, 2007

(Date Submitted)

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SECTION I

FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the [Louisiana Special Education Center \(BESE\)](#) School System'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

N/A
School Board President

Date

Date

PUPIL PROGRESSION PLAN

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SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

These policies address promotion and retention criteria for all students, including regular education students, student with disabilities, and Limited English Proficient students.

High Stakes Testing Policy

In developing the LEA's Pupil Progression Plan, refer to the current High Stakes Testing Policy revised June 2005.

A. Kindergarten and First Grade Entrance Requirements

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; 17:170; 17:222.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
 - 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.
 - 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.

- 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; R.S. 17:222.

B. Kindergarten Screening

1. 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 criterion for placement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8; R.S. 151.3; R.S. 17:233.

C. Attendance Policy

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 81 days, or the equivalent, per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233.

D. 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 SBESE before he or she can be recommended for promotion.

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

2. Each plan shall include the statement that, in addition to completing a minimum of 23 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
3. No 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.
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).
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for an LEP student. An LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

E. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.
2. Each elementary school shall provide 63,720 minutes of instructional time per year.
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 locally developed curricula.
4. Each LEA should adhere to the suggested and required minimum minutes for elementary grades.
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.

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

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:

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.

G. High School Graduation Requirements

1. The 23 units required for graduation shall include 15 required units and 8 elective units as listed in §2319 of *Bulletin 741*; the elective units can be earned at technical colleges as provided in §2389 of *Bulletin 741*.

2. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
 - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10th grade.
 - b. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts their ability to pass the final required GEE component.

H. Scheduling

A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students.

1. 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.

B. 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.

1. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.

2. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.

3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.

C. 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.

I. Grade Tampering

1. 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 (Act 754 regulations, subsection 443).

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

J. Transfer Students

1. A student transferred from a state-approved school, in- or 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.
 - 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.
 - 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.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

Transfer policies for students with disabilities

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.

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who had an IEP that was in effect in another State, the local education agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.
- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. 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.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. 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*)

L. Alternative Schools/Programs/Settings

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.

Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs

2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.

Note: Refer to Bulletin 741: § 2907 for program guidelines.

M. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; 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 [Act 750; R.S. 17:24.4(G)].

N. 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.

Note: Refer to Bulletin 741, §703, Student Records

O. 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 assure that these procedures do not contradict the due process rights of students with disabilities as defined in the IDEA-Part B.

P. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].
2. Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; 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 [Act 750; R.S. 17:24.4(E) and (G)].

SECTION III

LOCAL OPTIONS

Placement Policies

These policies address promotion and retention criteria applicable to regular education students, students with disabilities, and Limited English Proficient students.

In addition to the statewide mandatory criteria for student placement as presented in Section II of these guidelines, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Section II and shall be submitted to the LDE as part of the local Pupil Progression Plan.

Departmental Guidelines

Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement. With reference to pupil placement, the local school system shall state the name of the instrument and the publishers of other testing and screening programs to be used locally in grades K – 12 for regular and exceptional students.

Other Local Option Factors

In conjunction with the legislated guidelines and LDE directives, local school systems may include evaluative criteria in their local Pupil Progression Plans. If other criteria are used, the Pupil Progression Plan must so specify.

A. Kindergarten Entrance and Screening

Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time. **All children must be five (5) years of age on or before September 30, and must be administered the Batelle Early Screening Inventory. The results of the test will be used in placing children within a regular Kindergarten class and planning instruction for identified needs.**

1. Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable. **Exceptional (gifted) students will be evaluated on balanced experiences in pre-academic/academic skills. Communication skills, social/emotional skills, self-help skills and motor skills. An Individualized Education Plan will be developed for exceptional students.**
2. 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.) **All students entering First Grade must be six (6) years of**

age on or before September 30, and have successfully completed the Kindergarten Curriculum. For those students who have met the age requirements and have not attended kindergarten, they must show by way of The Academic Readiness Screening of Students Completing Kindergarten.

3. 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. For those students who have met the age requirements and have not attended kindergarten, they must show by way of The Academic Readiness Screening of Students Completing Kindergarten.

B. Placement: Grades K-12

1. List detailed and specific LEA course requirements, Carnegie unit requirements or other factors used for promotion by grade level (K – 12). If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades. The kindergarten shall be informal in nature with teacher-directed and student –initiated activities. The kindergarten classroom shall be planned to meet the developmental needs of young students. The 360 minute school day shall be divided among the instruction areas with the following minimum time requirements:

Teacher –directed activities (Whole or small group)	40%
Student initiated activities (Learning Center)	35%
Snack and Restroom	10%
Lunch, rest period and/or Quiet activities	15%

In grades 1-3, the curriculum must include Language arts, Mathematics, Science/Social Studies, Health/Physical Education, and Fine Arts as mandated by the State. Grades 1-3 shall meet a minimum of 360 minutes per day, 5 periods per week. For students performing below grade level in Language Arts and Mathematics, teachers may increase daily/weekly time in Language Arts or Mathematics by reducing time in other subjects. An equal amount of time shall be devoted to both Science/Social Studies. The teacher has the option to alternate the subject by grading period or semester.

In grades 4, 5, and 6 the curriculum must include Language arts, Mathematics, Science, Social studies, Health/Physical Education and Fine arts as mandated by the State. Students shall meet a minimum of 360 minutes per day, 5 periods per week. For students performing below grade level in Language Arts or Mathematics, teachers may increase the daily/weekly time in Language Arts or mathematics by reducing time in other subjects. Students shall fulfill all requirements of the teacher whether or not they need the credit in the subject to satisfy requirements for promotion.

Grades 7-8 curriculum must include Language arts, Mathematics, Science, Health/Physical Education and electives. Louisiana studies shall be offered in Grade 7

and American Studies shall be offered in Grade 8 to meet the Social Studies requirement. Electives shall include Art, Home Living, and Computer Literacy.

In grades 9-12 the 23 units required for graduation shall include 15 required units and 8 elective units. Minimum requirements or high school graduation shall include:

English-----4 Units

Required units shall be English I, II, and III in consecutive order and English IV or Business English.

Mathematics-----3 Units

Shall be selected from the following courses: Introductory Algebra/Geometry, Algebra I, Integrated Mathematics, Applied Mathematics, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics

Social Studies-----3 Units

Shall be American history, Civics/Free Enterprise, and one of the following: World History, World Geography or Western Civilization.

Physical Education-----1 ½ Units

Shall be Physical Education I and Physical Education II. Adaptive Physical Education shall be offered for eligible Special Education students.

Science-----3 Units

Shall be Biology and two of the following: General Science or Physical Science (but not both), Earth Science, Chemistry, Physics or Environmental Science.

2. Describe the LEA's policy for awarding ½ unit of credit. The LSEC will grant ½ unit of credit for all one unit courses listed in the academic and vocational course offerings. Students who transfer to LSEC will receive ½ unit of credit or courses taken not offered by the LSEC.
3. List the LEA's grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school. It shall be the responsibility of LSEC teachers to identify students who are not able to make satisfactory progress toward grade and subject level objectives. The Principal/Director of Programming shall be responsible for having teachers prepare Report Cards which are to be sent to parents at six (6) week intervals. Parents are to be notified when students are not achieving the minimum or essential skills expected at the grade or subject matter level. Students with an IEP will receive progress reports to notify parents of progress towards goals/objectives.

The director of LSEC, assistant director, Principal/Director of Programming, other teachers or other administrators at the LSEC shall not attempt, directly or indirectly to influence, alter. Or otherwise affect the grade received by a student from his teacher, without just cause. It is the policy of LSEC that the LSEC Director may change the

grade of a student based upon the recommendation of the School Building Level Committee and the LSEC Principal/Director when a preponderance of data indicate that such a grade change is necessary.

Standards for Kindergarten

S-----Satisfactory

N---Needs Improvement

U---Unsatisfactory

To substantiate grades in every subject each teacher from fourth (4th) through seventh (7th) grade shall administer a minimum of two (2) written tests per six weeks (one of the two to be the six weeks examination). A participation grade which has the same value as one of the test grades is to be given and used in computing the average grade. This is to be above and beyond other categories which are used in determining grades. Each teacher from grades eight (8) to twelve (12) shall administer a minimum of three (3) written tests per six weeks (one of the three to be the six weeks examination). A participation grade which has the same value as one of the test grades is to be given and used in computing the average grade. This is to be above and beyond other categories which are used in determining grades.

Students from kindergarten through grade 3 will be evaluated according to the standards set in the K-3 Process for evaluation.

A copy of each written test given to students shall be maintained by the teacher with the date and time of administration immediately after administration. These tests are to be filed by the principal in a folder for each teacher for ready reference.

All teachers shall return test papers to students after they have been scored. All tests will be maintained in student folders for viewing by parents.

The Grading Standard is as Follows:

A-----94+	Superior or Excellent
B-----86 to 93	Above Average Progress
C-----77 to 85	Average Progress
D-----76 to 70	Below average Progress
F-----Less than 70	Failing

Grades are to be evaluated as follows:

Primary Grades (k-4)

Daily work, classroom activities and homework assignments 1/3

Classroom Tests 2/3

Middle and Secondary Grades (5-12)

Participation (Daily Work, Classroom Activities, homework assignments) and Weekly Tests 2/3

Six Weeks Examination 1/3

Letter Grades will have the following Quality Point Value:

A=4, B=3, C=2, D=1, F=0

Anything less than 1.0 is recorded as F.

Example: .7, .8, .9, are equal to F

Any grade which is $\frac{1}{2}$ of the next grade is recorded as the next grade. (Example: 1.5=C), (2.5=B), (3.5=A).

For Students with disabilities, all modifications or accommodations that are listed on the exceptional students IEP or Section 504 SEP must be provided in the students's entire educational program. Documentation of modifications should be recorded on all graded work. The grade earned by a student on activities wherein modifications are applied shall be the student's grade of record.

Currently no honor's, gifted or Advanced Placement courses in High School are being offered at the LSEC. If a student is admitted this coming year in one of the above categories, a process for weighted grading will be included in Pupil Progression for the 2007-2008 school years,

4. Describe the elementary foreign language program for academically able students in grades 4 – 8. The LSEC has been granted a waiver from fully implementing an elementary foreign language program for the 2006-2007 school years.
 - a. Explain the local definition of the term "grade level" or "on grade level."
An on-grade level student is defined as one who is age appropriate for that grade and who is functioning at that grade level. For special education students identified according to Pupil Appraisal Handbook, the IEP committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.
 - b. List the model program sites.
The LSEC does not currently provide an articulated foreign language program for students. The LSEC does not currently serve any academically able students that would benefit from such a program.
 - c. List the designated subject area(s) for foreign language.
The LSEC does not currently serve any students that would benefit from an articulated foreign language program. In the event a student would be admitted warranting such a program, the designated subject areas for foreign language would be French and Spanish.

Requirements of the LEAP: High Stakes Testing: Regular Placement

2. Describe the LEA's procedure for determining if a 4th or 8th grade student will receive an override from the High Stakes Testing Policy. A student may not be promoted to the 5th or 9th grade until he/she has scored at or above the Basic achievement level on either the English Language Arts or Mathematics component on the 4th or 8th grade LEAP and at the Approaching Basic achievement level on the other. The local school

system (LSEC) may override the state policy for students scoring at the Unsatisfactory level in ELA or Mathematics if the student scores at the Mastery or Advanced level in the other, provided that :

*the decision is referred to and made by the School Building Level Committee

*the student has participated in both the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LSEC.

*parental consent is granted.

3. 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 may not be promoted to the 5th grade until he/she has scored at or above the Basic Achievement level on either the ELA or Mathematics component on the 4th grade LEAP and at the Approaching basic achievement level on the other.

A student may only be retained in the 4th grade one time as a result of his/her failure to achieve the Basic/Approaching Basic combination on the ELA and Mathematics components of LEAP.

4. 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 he/she will be 12 years old on or before September 30th of the next school year.

A student who has repeated the 4th grade may be promoted only to the 5th grade. Exceptions would be made to a student who will be 12 years old on or before September 30. He/She may be considered by the SBLC for other grade level placement.

5. Describe the LEA's criteria for determining which 4th grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. After the summer retest, LSEC, through the Director or his/her designee, will consider granting an appeal on behalf of individual students, provided that all of the following criteria are met:

- a) The student's highest score in ELA and/or Mathematics on either the spring or summer LEAP within twenty (20) scaled score points of the cutoff score for basic.
- b) The student shall have a 3.0 grade point average on a 4.0 scale in the subject for which the appeal is being considered.
- c) The student must have attended the LEAP summer remediation program.
- d) The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.

- e) The student must have met State-mandated attendance regulations during the regular school year and any locally-mandated regulations during the summer remediation program.
 - f) The Principal/Director of Programming and the SBLC must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.
5. Does the LEA offer an approved 4th grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix. *The LSEC does not offer an approved 4th grade transitional class at this time.*
6. Describe any local criteria that are used to determine if an 8th grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*. *A student may not be promoted to the 9th grade until he/she has scored at or above the Basic achievement level on either the ELA or Mathematics component on the 8th grade LEAP and at the Approaching basic achievement level on the other.*

After the summer retest, LSEC, through its Director or his/her designee, will consider a waiver or an 8th grade student who has scored at the Approaching Basic level on both the ELA and Mathematics components of LEAP, provided the following criteria are met:

- a) The student may be promoted to the 9th grade, provided that he/she has scored at the Approaching basic level on both the ELA and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by LSEC, and has taken the summer retest administered at the conclusion of the summer program.
 - b) Any student who scores less than Approaching Basic on either component of the summer retest is ineligible for the waiver consideration.
7. Describe the LEA criteria that determine if a student who has repeated the 8th grade as a failure to pass LEAP (ELA or math) is retained again in the 8th grade or promoted to the 9th grade. *The student who has repeated the 8th grade may be either:*
- a) Retained again in the 8th grade.
 - b) Promoted to the 9th grade, provided that the student has scored at the Approaching Basic level on either the ELA or Mathematics component of LEAP, has attended the LEAP summer remediation program offered by the LSEC, and has taken the summer retest administered at the conclusion of the summer program. If promoted with an Unsatisfactory on the ELA or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the Unsatisfactory subject (ELA or Mathematics) before enrolling in or earning Carnegie credit for English or Mathematics.

8 Describe the function of the SBLC as it relates to student promotion and retention. The School Building Committee must review student work samples and attest that the student exhibits the ability of performing at or above the achievement level for the grade or subject which the appeal is being considered. Possible factors that the SBLC may want to consider include:

- a) Student's chronological age in relation to peer group.
- b) Achievement test scores
- c) Parental Input
- d) Provisions for LEAP Remediation
- e) Social Maturity
- f) Physical Maturity
- g) Attendance
- h) Psychological Testing

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides. Students shall receive 50 hours of remediation in each area that they fail to score at the Basic level on the LEAP. Students are expected to be present 75% of the time remediation classes are offered during the summer.

D. Progression of students participating in LEAP Alternate Assessments

1. Describe how the SBLC determines progression of students with disabilities participating in LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC. The LSEC will follow all procedures as outlined in Bulletin 1706. Exceptional students are defined as those who meet the identification and placement criteria of the Pupil Appraisal handbook. Services for students are determined by the IEP Committee. The decision for placement in this program must be reflected in the student's IEP. All students with disabilities will be included in statewide assessment (on-level or alternate assessment). The IEP for students in special education who are participation in alternate assessment will address content standards within the general curriculum. These standards will be presented through significantly modified general education curriculum. A student who is eligible for participation in LAA I is one whose IEP reflects a curriculum with emphasis on functional life skills. This student is progressing towards a Certificate of Achievement. Student participating in LAA I will be graded with Satisfactory (S), Needs Improvement (I), or Unsatisfactory (U).

Exceptional students participating in LAA II will progress from one grade level to the next if they meet the following assurances:

- a) The student has met all attendance requirements.
- b) The student has completed 70% of his/her annual IEP goals.
- c) The student participated in LAA II and has demonstrated academic progress.

Exceptional students participating in LAA I will progress from grade level to the next if they meet the following assurances:

- a) The student has met all attendance requirements.
- b) The student has completed 70% of his annual goals.

- c) The student participated in LAA I.

Exceptional students must meet these requirements each year in order to receive a Certificate of Achievement.

E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students. Students, upon recommendation of placement, at the Louisiana Special Education Center, will be given a Home Language Survey for the parent to complete. For students with a language other than English listed as the home language, an assessment will be conducted to determine English proficiency. A student determined to be limited English proficient and needing special education services will be assessed according to special education procedures.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient. The procedure described above will be used to determine English Limited proficiency.
3. 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. Placement of a Limited English Proficient student into appropriate educational programs will be viewed as an ongoing process. Placement decisions will be reviewed at frequent and regular intervals so that the changing needs of the LEP student will be met. Placement will be based on the following considerations—actual age of student, student's educational background and, information regarding performance in school. LEP students with no records shall be placed in grades 1-8 appropriate to his/her chronological age. Final grade placement will be made by the principal in consultation with classroom teacher and guidance counselor or social counselor. A student who is 15 years of age or older who does not have official transcripts or records will be placed in the appropriate program of studies. He/she must complete all BESE requirements to receive a high school diploma.

It is the responsibility of the LSEC to provide an adequate program of instruction to which the LEP student can be successful. Instruction in English will be provided to help the LEP student become proficient in English as quickly, effectively and efficiently as possible. As a student's English proficiency improves, more subjects will be offered. ESL instruction will be carried out in accordance with the Louisiana department of Education Curriculum Guides for Limited English Proficient Students. Each LEP student's progress and placement needs will be evaluated on an ongoing basis.

4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years. Each LEP student's progress and placement needs will be evaluated on an ongoing basis. Comprehension of the English language will not be the sole basis of assignment of grades. Cooperation, effort and successful participation in classroom assignments to the degree the student's English language

proficiency allows will factor into the assignment of grades. The SBLC should monitor grades and progress of LEP students to determine progress and achievement.

F. Acceleration

1. Describe the policies and procedures that address the placement of students who evidence 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. Students in grades 2-8 who have high academic ability may be permitted to skip a grade if they meet each of the following criteria:
 - a) Student has maintained an “A” average on all academic course work pursued during the prior grade. Since letter grades are not given in kindergarten, students must complete grade one before being eligible to skip a grade.
 - b) Regular education students must be recommended by the SBLC after careful examination and determination that the program and grade level are not meeting the student’s needs. For students identified as gifted, the IEP team makes the recommendation for acceleration.
 - c) Students must take a mastery level test to ensure mastery of all skills at grade level desired to skip and/or show mastery of knowledge in other academic areas and attain at least 90% proficiency on tests.

Students in grades 9-12 must meet those requirements as set forth and outlined in Bulletin 741, [Handbook for school Administrators](#). When a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of students who successfully completed an equivalent course at the regular high school or college level, the student may take a proficiency examination for high school credit. The testing instrument must be approved by the Louisiana Department of Education.

2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies. The SBLC shall be responsible for examination and determining that the program and grade level are not meeting said students’ needs. A mastery level test to ensure mastery of all skills at grade level or subject matter will be given to determine mastery of knowledge. Students must attain at least 90% proficiency on tests to determine mastery. High school students shall take a test approved by the LDE.
3. Describe any applicable policies and procedures for grade “skipping.” The SBLC should consider the following factors when a student is being considered for promotion or “skipping” to the next grade. (Administrative promotion in grades 4 and 8 must follow state LEAP guidelines).
 - a) Students’ chronological age in relation to peer group.
 - b) Achievement test scores
 - c) parental input
 - d) Leap remediation provisions

e) Health problems

SBLC minutes shall be kept by the Principal/Director of Programming in a secure location. The Director of LSEC shall be notified if extenuation circumstances are found and a recommendation is made to administratively promote a student.

The SBLC should be composed of at least three members, The Principal/Director of Programming, the student's teacher, and a Pupil Appraisal member. The Committee may include additional members: The parent guardian, student or additional Pupil Appraisal members.

4. Describe any policies governing services for gifted students. Pupil Appraisal will provide at no charge to the parent/guardian any services needed to ensure mastery of all skills at a grade level desired to skip. Students must be recommended by the SBLC to determine that the program and grade level are not meeting the student's needs.
5. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*. *No such programs are currently being offered at the LSEC. If the need arises, assurances will be made to provide services and opportunities for all students.*

G. Transfer Students

1. Describe the policies for the placement of all students, including kindergarten, transferring from all other systems and the provisions for awarding credit for elementary (K – 8) and secondary (9 – 12), including:
 - a. Approved schools within the state (public/nonpublic) A student transferring from a public or non-public school within the state shall be allowed credit for work completed in the former school. The transferring student shall provide a properly certified transcript, showing the student's record of attendance, achievement, immunization records, units of credit earned, and the last report card. Students' transferring from an in-state non-public school to enroll in grades 5 or 9 shall be required to take the 4th or 8th grade ELA and Mathematics test. Students must meet required levels of achievement prior to placement. All placement decisions of students will follow the due process procedures outlined in the LSEC Pupil Progression Plan.
 - b. Approved out-of-state schools (public/nonpublic) Students transferring from an out of state approved school shall be allowed credit or work completed in the former school. The transferring student shall provide a properly certified transcript, showing the student's record of attendance, achievement, immunization records, units of credits earned, and the last report card. Students transferring to enroll in grades 5 or 9 shall be required to take the 4th or 8th grade LEAP ELA and Mathematics test prior to placement. The Wechsler Individual Achievement Test II will be used to determine academic level. The high stakes testing policy and the local pupil; progression plan shall govern grade placement of students transferring to the LSEC.

c. Unapproved schools (public/nonpublic) Students who transfer from non-approved public schools will require placement testing. Students entering K-1st grade will use a Kindergarten readiness checklist to determine readiness. Entering grades 2, 3, 4, 6, 7, or 8 will require an end of the year exam for reading and math skills, achieving a score of at least 60% prior to placement. Entering grades 5 or 9 requires the state provided LEAP placement Test. Entering above grade 9 requires the enrolling school to administer an exam for each course in which the student is claiming credit. The student must score 70% or above and the score determines the grade on the transcript for that course.

d. Home Study

- i. Provisions for LEAP/iLEAP Students A home study student enrolling at the LSEC in grades 5 or 9 shall be required to take the 4th or 8th grade LEAP and score at the Basic level on either the ELA or Mathematics test and Approaching Basic or above on the other. The LSEC will offer remediation to the student who fails to score at the required LEAP levels but still wishes admission.
- ii. Names of the entrance tests used to determine grade placement The Wechsler Individual Achievement Test-II (WIAT-II) will be used to determine present levels of functioning.
- iii. List the procedure for determining Carnegie credit for high school students. Transferring home study students must take and score at least 70% on the exam administered by the entering school for any course for which the student is claiming credit. The grade scored on the exam will be the transcript grade for that particular course.

2. Describe the procedures for Interim IEPs. Pupil Appraisal shall review all records of exceptional students' transferring to the LSEC. Additional evaluations will be conducted, if needed, with parental approval. An interim IEP will be developed, according to Bulletin 1706 guidelines if an individual evaluation needs to be completed. Parental approval shall be obtained prior to any temporary placement. Students being admitted to the LSEC with a current evaluation shall be assured a continuous free, appropriate education. All placement decisions of students will follow the due process procedures outlined in the LSEC Pupil Progression plan.

3. List the placement test(s) administered to the above-mentioned transfer students, if applicable. If needed, the WIAT-II will be administered to determine present levels of functioning.

H. Retention Policy

1. State the number of times a student may be retained in each grade or level. Students shall be retained if they are unable to meet all promotion requirements in the following categories: Attendance, Curriculum, State-level testing (LEAP or GEE).

The LSEC permits two (2) retentions in grades K-3 (only once in any given grade. A student can only be retained once in grades 4-6, except if the student fails to pass the LEAP in grade 4. In grades 7-8, a student can only be retained once, unless the student fails to meet LEAP requirements at grade 8.

The following requirements must be met by grades 9-12:

- a) Grade level promotion is based on accumulated credits.
- b) Students who are not successful in their current courses must repeat those courses required for graduation.
- c) No student will receive a high school diploma until he/she successfully completes the required courses.
- d) Students who fail to meet the attendance requirements shall be retained.
- e) Students cannot be awarded a diploma until all GEE requirements have been met.

Any student retained at the same grade level for the second time shall be considered for an administrative placement within the regular instruction program. The SBLC will meet and make a placement decision. The placement decision will be made and the results will be given to the parent/guardian prior to the next school session.

2. Describe any additional LEA policies that may determine student retention. To promote academic achievement and good attendance, the SBLC may administratively retain students in grades 1-8. Reasons can be but are not limited to attendance or curriculum.

I. Alternative Schools/Programs/Settings and Adult Education

1. List the written policies for all alternatives to regular placements. Due to the LSEC being a Board Special School, no alternate to regular placement opportunities are currently offered.
2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills). Please see above.
3. Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria. Please see above.
4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. Please see above.

J. Review of Placement

1. 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. The Principal/Director of Programming will be responsible for maintaining a complete cumulative file on all school age students at the LSEC. All placement decisions will follow the due process procedures outlined in the LSEC Pupil Progression Plan. An annual assurance report will be filed that Pupil Progression policies have been implemented. All records and reports deemed necessary for students shall be maintained. These include:

- a) Attendance
- b) Information on placement
- c) LEAP, GEE, or Alternate Assessment scores
- d) Multi-disciplinary Evaluation Report
- e) Records reflecting due process procedures

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention. [Please see above.](#)

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - a. Regular education students [Due process procedures involving student placement may be initiated by a school, student, parent, legal guardian or surrogate parent interested in the education of the child. A person with a grievance about student placement must first meet with the Principal/Director of Programming to review the criteria for placement and the student records. In the event the person is not satisfied with the decision reached, the person may request a meeting with the Director of the LSEC describing his/her disagreement. If an agreement cannot be reached at this level, the dissatisfied party may request a meeting with the Superintendent of the Board Special Schools.](#)
 - b. Student with disabilities [Due process procedures for disabled students must be consistent with those described in the approved Individuals with Disabilities Education Act \(IDEA\) part B, LEA application.](#)
 - c. Section 504 students [Due process procedures for disabled students must be consistent with those described in Section 504 of the Rehabilitation Act of 1973.](#)

M. Include any additional local option criteria that may not have been addressed with the above questions.

SECTION IV

REMEDIATION

Legal Authorization

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 the State Board of Elementary and Secondary Education.

R.S. 17.394 – 400 is the established legislation for the remedial education programs.

A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by the State Board pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction (R.S. 17:395A).

Purpose

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 and the Graduation Exit Examination (R.S. 17:395 B and SBESE Policy).

State Mandatory Requirements

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 the State Board, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they 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.
 - 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.

- 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.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - 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.

The plan for remedial education programs is to be developed according to the “Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program” The projected program is to be included in this section.

Local Program Development and Evaluation

Listed below are the major components that must be incorporated in the remediation plan. 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.

- I. Program Objectives The Louisiana Special Education Center will provide remedial instruction to all students including students with identified disabilities, who do not meet the performance standards established by the State Department of Education for the LEAP, GEE or LAAll. All students will receive a Certificate of Achievement, GED or a high school diploma.

II. Program Description

- A. Student selection criteria Students in Grades 4 and 8 who did not achieve the performance standards established or the ELA and Mathematics components of the LEAP would become eligible to receive remedial instruction. Students taking LAAll would also be eligible to receive remedial instruction.

Secondary education students who do not achieve the performance standards established for the Language arts, Written Composition, Mathematics, Social Studies, or Science components of the GEE will become eligible to receive remedial instruction.

- B. Pupil/Teacher ratio Depending upon the number of students eligible, the LSEC will make every effort to provide one-on-one instruction for students eligible for remedial instruction. In situations in which the number of students is so large that one-on-one instruction is not feasible, small group instruction will be provided.

- C. Instructional time The LSEC will provide fifty (50) hours of remediation in each content area at no cost to the student. Remedial services will be offered during the school day or after school for assistance in meeting learning objectives. Remedial instruction will continue if it is determined that the student has overcome the identified deficiencies.

- D. Selection criteria for teachers and/or paraprofessionals In grades K-8, teachers utilized for remediation will have the appropriate teacher certification. At the high school level, instruction will be provided by high school teachers who are certified to offer and provide regular instruction.

Paraprofessionals working with remediation must work under the supervision of a certified teacher. Paras must be at least 20 years of age,

possess a high school diploma or its equivalent, and have the ability to pass an achievement test at a 10.0 grade level.

E. Materials and methodology to be used Remedial instructors will provide individualized remedial instruction and special assignments in the areas of deficiency. Teachers Guides to LEAP will be used in developing activities to re-teach and/or reinforce the skills in which deficiencies have been identified. High school students will have opportunities to enroll in appropriate courses during the years in which they are engaged in remediation. Remediation classes may also be offered to provide additional reinforcement.

F. Documentation of students' and parents' refusal to accept remediation Parents shall be notified when students are placed in remedial programs and be given explanations of graduation and pupil progression requirements. The basis for eligibility and LEAP or GEE requirements as described under the promotion policy will be explained. If a student refuses to accept remediation, written documentation must be signed by the student and parent/guardian and filed in the student's cumulative folder.

III. Plan for coordination of state, federal, and local funds for remediation Funding for remediation is provided in existing education programs, such as IDEA.

IV. Evaluation plan for documenting evidence of achievement/growth of students The pass/fail rates on retests will provide data for assessing the effectiveness of remediation. Teachers will use formative and summative assessments to gauge each student's continuous progress during remediation and the classroom during the year.

APPENDIX A

Definition of Terms

As used in this plan, the terms shall be defined as follows:

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 identified according to the Pupil Appraisal Manual.
2. Alternate assessment—The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments. Alternate Assessment refers to students taking Leap Alternate Assessment I or Leap Alternate Assessment II.
3. Content Standards—Statements of what we expect students to know and be able to do in various content areas.
4. Exceptional Students—Students with disabilities as well as gifted students.
5. Louisiana Educational Assessment Program (LEAP)—The State of Louisiana’s testing program that includes grades 4 and 8 and the Graduation Exit Examination.
6. Individualized Education Program—A written plan for educational services to be provided for students identified as exceptional under Individuals with Disabilities Education Act (IDEA), Bulletin 1706, and the Pupil Appraisal handbook.
7. Promotion—A pupil’ placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
8. Pupil Progression Plan—“The comprehensive plan developed and adopted by the Board of Elementary and Secondary Education which shall be based on student performance on the LEAP with goals and objectives that are compatible with the Louisiana competency-based education program and that supplements the minimum standards approved by BESE. A Pupil Progression Plan will require the

student's proficiency on certain tests as determined by BESE before he/she can be recommended for promotion.”

9. 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, and/or remediation, and acceleration.
10. Remedial Programs—Programs designed to assist students including students with disabilities and Non/Limited English Proficient (LEP) students to overcome educational deficits identified through the LEAP and other local criteria.
11. Remediation—See Remedial Programs
12. Retention—Non-promotion of a pupil to a higher grade based on local and state criteria contained in these guidelines.
13. School Building Level Committee—A committee composed of building-level professional personnel including the principal and/or designee, referring teacher, guidance counselor, Pupil Appraisal, for exploring and employing strategies within the school setting that can provide solutions to the student's problem.