

Pupil Progression Plan

for

*Louisiana School for the Visually
Impaired*

2007-2008

Submitted to Louisiana Department of Education

August, 2007

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SECTION I

FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the Louisiana School for the Visually Impaired 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.

Director, Louisiana School for the Visually Impaired

President, State Board of Elementary
and Secondary Education

Date

Date

LEA CONTACT INFORMATION

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If Applicable:

LEA Contact Person (Secondary) _____

Telephone Number (_____) _____

E-mail Address _____

(Primary Signature)

(Date)

COMMITTEE OF EDUCATORS

1. Janet Ford – Director
2. Gwendolyn Etienne – Principal
3. Debbie Bennett – Speech Pathologist
4. Patricia Geiss – 4th Grade Teacher
5. Dr. Barry McDaniel – Educational Diagnostician
6. Annette Norman – Secondary Teacher

COMMITTEE OF PARENTS

1. Sherilyn Webster – Parent of LSVI High School student
2. Tresa Jones – Parent of LSVI Elementary School student
3. Patricia Turner – Parent of LSVI Middle School student

SECTION II

STATEWIDE MANDATORY CRITERIA

This section is provided for LEAs to include, as is, in the Pupil Progression Plan as their SECTION II.

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 Director, 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 Director 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.

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 HI 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 HI of the Civil Rights Act of 1964: Title HI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title HI 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, Director 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.

The following questions will provide information regarding placement decisions determined by the Local Education Agency (LEA). Please provide your response following each question using blue font. If the local option is not provided by your LEA, include a statement that indicates such.

Do not delete any questions or leave questions unanswered.

A. Kindergarten Entrance and Screening

1. Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time. [Developmental Profile II/Oregon Project School Readiness Checklist](#)
2. Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

Students considered for acceleration under definition shall:

- (a) Perform at a level above the range of students found in the grade level to be bypassed in their academic area, and exceed the minimum competency standards for the grade to bypass in other academic areas. Techniques for measurement of academic performance shall be the decision of LSVI. Additionally, measurement of social maturity must produce no less than average performance. Such acceleration must be considered with full knowledge and consent of the parent or guardian:
- or
- (b) Be identified as gifted/talented as a result of an individual evaluation conducted in accordance with the guidelines established by Bulletin 1508, and placed in an accelerated program by the resultant Individual Education Program (IEP) Committee.
3. 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.) [Developmental Profile II/Oregon Project School Readiness Checklist](#)
 4. 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. [Developmental Profile II/Oregon Project School Readiness Checklist](#)

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.

GENERAL REQUIREMENTS:

In accordance with the requirements of the Louisiana Competency Based Education Program, all LSVI students addressing the Comprehensive Curriculum as their long-term education goal shall be expected to master grade-appropriate skills, as defined by the State curriculum, in order to be promoted to the next grade. The curricular design of the Louisiana School for the Visually Impaired incorporates spiraling curricula with a hierarchy of skills in a sequential development of cognitive and affective domain skills.

Within this framework, each student's IEP committee designs a program that is uniquely tailored to meet individual psycho-educational needs.

The curricular design is predicated upon the threefold educational mission of the school: to provide students with special educational services germane to Visual Impairment/Blindness; to provide a regular public education similar to that offered by local education agencies to sighted children; and to provide vocational education services toward a student's mastery of entry level skills.

The program of studies ever changing in response to ongoing needs and input from students, parents, faculty, staff, as well as from alumni, the Visually Impaired community, various constituencies served by the school and the community at large. Additionally, mandated curricular elements are continually modified as the Legislature or BESE add and revise the state's curricula. Accordingly, new courses/subjects are introduced into the program of studies and existing ones are modified or revised in an ongoing process of change.

Preparatory: PK-K

In recognition of the disabling condition of Visual Impairment/Blindness and the language and communication delay of entering students, the curricular design of the Preparatory Program is one of language and communication intensiveness and the student acquisition of readiness skills in areas including language acquisition, language development, reading, numeration, handwriting, speech, auditory awareness/discrimination, pre-braille tactual discrimination skills, socialization and community living, and knowledge of such concepts as colors, shapes, body parts, and positional concepts.

Kindergarten classes shall adhere to the following program of studies: The 360-minute school day shall be divided among the instructional areas as follows:

Teacher Directed Activities	95 minutes
Snack and Restroom Time	35 minutes
Student Initiated Activities	65 minutes
Rest Period	50 minutes
Student Initiated Activities	50 minutes
Teacher Directed Activities	65 minutes

Intermittent group and/or individual therapy, in accordance with student or facility plans, is provided.

The Louisiana School for the Visually Impaired administers the AEPS to all preschool students and the Developmental Profile II/Oregon Project to all students who are placed in the kindergarten classes. The students are screened in five skill areas; motor, self-help, communication, academic/cognitive, and social.

Students who score at or above the 45th percentile in three or more skill areas are considered developmentally ready for the regular kindergarten program. Remediation services are provided for students whose performance does not meet this criterion. The Oregon Project for Visually Impaired and Blind Preschool Children Skills Inventory, 6th ed., is used to plan instruction for the students' individual needs. Children who fail any of the requirements for promotion are referred to the SBLC for review.

In order to be promoted to first grade, a student must demonstrate mastery of kindergarten skills. These skills are the higher-level readiness skills of the kindergarten curriculum. Each child will learn and practice these skills and their prerequisites and will be tested on them throughout the kindergarten years. These skills are listed on the Kindergarten Progress Report, which documents student progress each nine-week period.

Students must meet the standards for promotion described above. Students participating in Alternate Assessment must meet 70% of their IEP goals for promotion.

Elementary: Grades 1 - 4

Elementary grades provide a formal learning environment in the traditional academic subjects utilizing special educational methodologies, technology, and strategies for continued language acquisition, language development, and skills in reading, mathematics, social studies, general science, physical education, arts and crafts, speech, auditory awareness/discrimination, Braille and orientation and mobility. Social/ emotional development is addressed within the curriculum and with extracurricular Activities such as student clubs and fundamental team athletics.

For promotion in grades 1, 2, 3, and 4, students must pass coursework in at least two of the three core subject areas (language, reading, and mathematics) and at least two other subjects (remaining core area, science, social studies, and spelling). Students will address grade appropriate skills as outlined in the Louisiana Content Standards with modifications (i.e. Braille) as needed to address each student's special needs.

Information gathered from the Developmental Reading Assessment (DRA) will be used to help teachers plan strategies ensuring that individual students receive support and instruction that will best help them learn to read. The DRA will not be used to determine whether a student will be promoted to the next grade or retained in the current grade.

Middle School: Grades 5 - 8

For promotion in grades 5, 6, 7, and 8, students must pass coursework in two of the core subject areas (language, reading, and mathematics) and at least two other subjects. Students will address grade appropriate skills outlined in the Louisiana Content Standards with modifications as needed for each student's special needs.

Secondary: Grades 9 - 12

Secondary grades continue the formal curricula introduced in the elementary grades in accordance with a developmental spiral curriculum for each subject. High school students graduate from the Louisiana School for the Visually Impaired in accordance with the IEP and/or Pupil Progression Plan through completion of the Louisiana School for the Visually Impaired program of studies.

The Program of Studies at Louisiana School for the Visually Impaired incorporates State Department of Education/BESE requirements for earning Carnegie units in Grades 9 – 12.

A total of 23 successfully earned units out of a possible 28 units are required for completion of the State High School Diploma as follows:

Louisiana School for the Visually Impaired requires the following credits (23 units):

4 units English	½ unit Health (with CPR)	2 units Elective(music,PE,Arts)
2 units Reading	½ unit Civics	½ unit Keyboarding
3 units Mathematics	½ unit Free Enterprise	½ unit Adult Living Skills
3 units Science	1 unit American History	3 units Vocational Electives
1 ½ units Physical Education	1 unit World History./Geography	

These LSVI requirements incorporate the following State requirements (23 units):

4 units English	½ unit Health (with CPR)	1 unit World Hist./Geography
3 units Mathematics	½ unit Civics	8 units Electives
3 units Science	½ unit Free Enterprise	
1 ½ units Physical Education	1 unit American History	

Units Required for Classification of Students are as follows:

- a. Freshman..... Less than 5 units
- b. Sophomore..... 5 – 10 units
- c. Junior..... 11 – 16 units
- d. Senior..... 17 units

Criteria for Placement of Students into Mathematics Course Sequence

Students working toward a Louisiana High school diploma have various options in the mathematical course sequence offerings under the Louisiana state High school curriculum.

For incoming freshman students, the following entry level courses will be offered: Introduction to Algebra/Geometry, Algebra I – Part I, or Algebra I. Students who meet the minimum score of the 8th grade LEAP math test or achieve the 40th percentile on the norm reference math test and successfully complete pre-Algebra in the 8th grade will take one of the entry level Algebra I courses listed under Sample 2 or 3 below.

Students who did not fulfill the two requirements (meeting the minimum score of the 8th grade LEAP math test or the 40th percentile on the norm reference math test) but successfully complete pre-Algebra/Geometry or Algebra I – Part 1 will take a course listed in Sample 1 or 2.

A minimum of 2 Carnegie units can be earned on the entry level and applied to the 3 Carnegie units necessary to meet mathematics graduation requirements. Other courses that will be offered for Carnegie units are Algebra I – Part 2 (to follow Algebra I – Part 1), Geometry, Algebra II, Financial Mathematics and Advanced Mathematics I. Mathematics courses will be selected annually by the IEP Committee.

Sample 1

Introduction to Algebra/Geometry (E)
Algebra I Part I (E)
Algebra I Part 2
Elective

Sample 2

Algebra I Part I (E)
Algebra I Part 2
Geometry
Elective

Sample 3

Algebra I (E)
Geometry
Algebra II
Elective

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

The Louisiana School for the Visually Impaired does not offer one-half unit of credit for any one-unit courses. Only the courses listed in the Course Listing as half-unit courses are given a half unit of credit.

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 is the policy of the Louisiana School for the Visually Impaired that Report Cards and IEP Progress Reports are sent to parents/guardians at the completion of each nine-week period.

- a. Pre-school students receive IEP Progress Reports
- b. Kindergarten students receive IEP Progress Reports and Kindergarten Progress Reports. The grading system utilized for Kindergarten students on the Kindergarten Progress Report is as follows:
 - A - Achieved
 - S - Satisfactory
 - N - Needs Improvement
- c. Students in first and second grade receive IEP Progress Reports and/or Report Cards. On Report Cards, the following grading system is utilized:
 - W - Does Very Well
 - S - Satisfactory
 - N - Needs Improvement
- d. Students in the third and fourth grade will receive IEP Progress Reports and/or Report Cards. The following grading system is utilized on Report Cards.

90 – 100	A	Excellent
80 – 89	B	Above Average
70 – 79	C	Average
60 – 69	D	Below Average
0 – 59	F	Failing

Teachers are responsible for administering an adequate number of class assignments, homework assignments, and tests to accurately appraise their students' learning and performance. At the end of each nine-week period, teachers average students' numerical grades in order to determine averages. The numerical grade averages are then converted to letter grades. In determining students' semester and end-of-year grades, letter grades are averaged for reporting purposes in the 4.0 scale as follows:

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

Interim Grade Reports are issued and parents are invited to participate in Intervention Planning if third and fourth grade students are performing below average or failing. Designed to inform students as well as parents about the student's progress, these reports are sent to parents at the halfway point of each nine-week period. They are not recorded in the student's cumulative record.

- e. Middle and High School Students (Grades 5 – 12) receive IEP Progress Reports and/or Report Cards. The following grading scale is utilized on report cards.

90 – 100	A	Excellent
80 – 89	B	Above Average
70 – 79	C	Average
60 – 69	D	Below Average
0 – 59	F	Failing

Teachers are responsible for administering an adequate number of class assignments, homework assignments, and tests to accurately appraise their students' learning and performance. At the end of each nine-week period, teachers average students' numerical grades in order to determine averages. In determining students' semester grades, numerical grades are converted for reporting purposes using the 4.0 scale as follows.

90 – 100	A	= 4
80 – 89	B	= 3
70 – 79	C	= 2
60 – 69	D	= 1
0 – 59	F	= 0

Fifth and sixth grade students do not take mid term or final exams. Their grades for the first through fourth nine weeks are averaged to get the final grade. Teachers will notify parents of progress Via written interim reports at mid point in each quarter and inHlte the parent to participate in intervention processes.

Seventh and Eighth grade students receive a final grade for a subject when the 1st, 2nd, mid term exam, 3rd, 4th and final exam grades are averaged based on a ratio of 40/40/20%. Teachers will notify parents of progress via written interim reports at mid point in each quarter and invite the parent to participate in intervention processes.

Ninth through twelfth grade students' first and second nine-week grades and mid-term exam grades are averaged to determine first semester grades based on the ratio of 40/40/20% respectively. Second semester grades are determined by averaging third and fourth nine-week grades and the final exam grades based on the ratio of 40/40/20% respectively.

Interim Grade Reports are issued to Middle and High School students to indicate their classroom performance. Designed to inform students as well as parents about the student's progress, these reports are sent to parents at the halfway point of each nine-week period. They are not recorded in the student's cumulative record.

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

Under a special dispensation by the Board of Elementary and Secondary Education, LSVI students who are identified as academically able through classroom work and/or the administration of norm/criterion referenced tests may participate in the Braille program in lieu of a foreign language course. The following shall be the procedure for enrolling academically able students (grades 4-8) in the Braille studies program.

- a. Students are recommended for participation in the Braille program through the IEP process.
 - b. The student recommended for Braille shall demonstrate, through criterion/norm referenced tests, ability to perform at grade level as defined in Bulletin 741.
 - c. Instruction in Braille shall include the reading, writing and rote memorization of symbols with specific instruction in the tactile reading of Braille and Nemeth code.
5. Explain the local definition of the term “grade level” or “on grade level.”
Age of student minus 5 equals grade level. Because of the loss of Visual learning our students have, they may not graduate until they are age 22 therefore putting a stronger emphasis on learning instead of grade placement.
 6. List the model program sites. Louisiana School for the Visually Impaired
 7. List the designated subject area(s) for foreign language. Duration of instruction shall be as follows:

Grades 4-6: 30 minutes per day from language arts
Grades 7-8: 150 minutes per week from language arts

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.

C. Requirements of the LEAP: High Stakes Testing: Regular Placement

1. Describe the LEA’s procedure for determining if a 4th or 8th grade student will receive an override from the High Stakes Testing Policy.

The Louisiana School for the Visually Impaired 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 that

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);

2. A student who has repeated the 4th grade and who is 12 years old on or before September 30th may be promoted to the 5th grade upon achieving passing grades in ELA, mathematics, and two other subjects, and is recommendation by SBLC, or if they are recommended for placement in LAA 1 or 2 programs.
3. 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, LSVI, through its Director, may 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 21 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) for which the appeal is being considered.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given at the conclusion of the LEAP summer remediation program.
- 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 Director or designee and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* achievement level in the subject for which the appeal is being considered.

4. 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.

Louisiana School for the Visually Impaired does not offer this option.

5. 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 or she has scored at or above the Basic achievement level on either the English Language Arts or Mathematics component of the 8th grade LEAP and at the Approaching Basic achievement level on the other of the two components.

After the summer retest, LSVI, through the Director, may consider a waiver for an 8th grade student who has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP. LSVI may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

The student may be promoted to the 9th grade, provided that he or she has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP, has attended the LEAP 21 summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.

The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test. At a minimum, the student shall score Approaching Basic on the English Language Arts and the Mathematics component(s) of the summer retest.

Any student who scores less than Approaching Basic on either component of the summer retest is ineligible for the waiver consideration.

6. Describe the LEA criteria that determine whether a student who has repeated the 8th grade as a result of failure to pass LEAP (ELA or Math) is again retained in the 8th grade or promoted to the 9th grade.

A student who has repeated the 8th grade and does not pass LEAP may be:

- Retained in the 8th grade.
- Promoted to the 9th grade, provided that he/she:
 - Has scored at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the LEAP,
 - Has attended the LEAP summer remediation program offered by the District.
 - Has participated in remediation in the Approaching Basic or Unsatisfactory subject area(s).
 - Has taken the summer retest.
 - If promoted with an *Unsatisfactory* on the English Language Arts or Mathematics component of LEAP, the student must pass a High school remedial course in the *Unsatisfactory* subject (English Language Arts or

Mathematics) before enrolling in or earning Carnegie units for English or Mathematics.

- Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for School Administrators, 2907.

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

The School Building Level Committee (SBLC) is charged with the responsibility of reviewing student placement and promotional decisions.

Decisions are based on specific recorded data related to the student's educational performance:

1. Previous retention record
2. Social/physical maturity and age of student
3. Previous and most recent profile results on standardized achievement tests
4. Academic achievement to date as recorded in the student's cumulative folder
5. Publisher-made, criterion-referenced test scores
6. All formative and summative data collected during the current school year

Following a SBLC committee review and discussion of the information, the committee will decide on the promotion or retention of the student. A majority consensus of the committee will be the deciding factor. No one person may decide on a student's promotion or retention.

All decisions will be recorded in the student's cumulative record and will include all supporting evidence including all interventions and results.

The parent(s) will be notified by the Director or designee of the committee's decision, including their right to appeal.

8. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides.

The summer program will offer 50 hours in Language Arts and in Math for a combination of 100 hours. To be considered in attendance for the minimum amount of time required for Summer Remediation and Retesting, the Louisiana School for the Visually Impaired has determined that a student **must attend 70% of the 50 hours provided in each area**. Therefore, if a student is in attendance for less than 35 of the 50 hours provided, he/she will not be eligible for policy waivers, appeals or overrides.

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 Louisiana School for the Visually Impaired recognizes that some students will be unable to meet State Grade Level Standards due to a variety of circumstances including additional disabling conditions, late entry to formal special education, etc. These students will be provided with an alternative program which will help them achieve their academic, social, and/or physical potential. Instruction for students participating in Alternate Assessment may take place in self-contained classrooms at LSVI.

A student participating in Alternate Assessment will progress from one grade level to the next if the following conditions are met:

- The student has met attendance requirements according to Bulletin 741.
- The student has completed 70% of the annual IEP goals as evidenced by appropriate documentation.
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
- The student participated in the Alternate Assessment process.

Students participating in Alternate Assessment do not earn Carnegie Units or Credits, but they have the opportunity to earn Carnegie Units in subject areas in which they may excel by taking courses which address state curriculum standards.

NOTE: Students with a vocational major may elect to participate in an on-the-job training program or a work experience program.

Grading and Reporting

Students participating in Alternate Assessment (Pre-school - 12th) receive IEP Progress Reports to indicate individual progress.

Students with special needs which prohibit them from addressing the general curriculum are placed in a non-graded/special program but are in classes, where appropriate, with regular Visually Impaired education students. These students received specialized instruction in independent living and survival skills. Each student's program is developed in response to his/her individual needs.

Progress Reports for these students describe the degree to which the student has accomplished his/her IEP objectives. The teachers' comments serve as a measure of student progress and are provided quarterly to parents after review by the Principal and Director.

Comments include:

- Objective accomplished.
- Objective not met – satisfactory progress.
- Objective not met - to be continued.
- Objective not met - to be revised.

Where appropriate, Visually Impaired-blind and Visually Impaired-multi-disabled students may be mainstreamed into classes with Visually Impaired non-multi-disabled students. Appropriate grades are awarded for class participation/work depending on the level of work and class placement. These grades are reported on the Progress Reports.

Certificate of Achievement

The Certificate of Achievement is 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 22.

1. The student has a disability according to the criteria in the Pupil Appraisal Handbook.
2. The student has participated in Alternate Assessment.
3. The student is at least sixteen years of age, has completed at least twelve years of school or has reached the age of twenty-two.
4. The student has met attendance requirements according to Bulletin 741.
5. The student has addressed the general education curriculum as reflected by the IEP.
6. During the student's four years of High School, he/she has achieved at least 70% of his/her IEP goals.
7. Transition planning has been completed and documented.

E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students.
Visually Impaired (VI) Limited English Proficient (LEP) students enrolled at the Louisiana School for the Visually Impaired are identified through the multi-disciplinary evaluation process.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.
VI/LEP students identified as eligible are enrolled in specialized classes to help them develop appropriate and expressive language skills.
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.
The VI/LEP student's unique needs are addressed through the Individualized Education Program (IEP) process.
4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.
Monitoring is done through the IEP process.

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 considered for acceleration shall:

(a) Perform at a level above the range of students found in the grade level to be bypassed in their academic area, and exceed the minimum competency standards for the grade to bypass in other academic areas. LSVI shall decide the methods used for measurement of academic performance. Additionally, measurement of the student's social maturity must result in no less than average performance. Acceleration must be considered with full knowledge and consent of the parent or guardian:

or

(b) Be identified as gifted/talented as a result of an individual evaluation conducted in accordance with the guidelines set in Bulletin 1508, with concurrence by the IEP Committee that acceleration provides appropriate placement.

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.

Students considered for acceleration shall:

(a) In the judgment of their current teacher be performing at a level consistent with students in the next grade level at the same point in the school year. Such a decision must be made in cooperation with the teacher of the next higher grade who must also concur. Such teacher judgment shall be supported and documented by data consisting of the student's work, grades, and available test data. The school principal and the Director must also agree with the decision made. No decision to accelerate under this plan may be implemented without full knowledge and consent of the parents or guardians;

or

(b) As a result of the Individual Evaluation under the guidelines set down by Bulletin 1508, and as a result of Individual Education Program (IEP) such acceleration is judged to be the most appropriate educational program.

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

In the judgment of his/her current teacher, a student must be performing at a level consistent with students in the next grade level at the same point in the school year. Such a decision must be made in cooperation with the teacher of the next grade who must also concur. Such teacher judgment shall be supported and documented by data consisting of the student's work, grades, and available test data. The school's Director and the Principal must also agree with the decision. No decision to accelerate under this plan may be implemented without full knowledge and consent of the parents or guardians;

4. Describe any policies governing services for gifted students.

Grades 1-12 students identified as accelerated/gifted are encouraged to participate in mainstreaming programs for academic courses and social interaction as well as for gifted classes as outlined in Bulletin 1508.

Early College Admission Policy

Students may have High abilities. Prior to graduation from High school, High-achieving students may be admitted to a college on a full-time basis. To be considered for early college admission, a student must:

1. Have maintained a "B" or better average on all work pursued during 3 years (6 semesters) of High school,
2. Earn a minimum composite score of 24 on the ACT or the appropriate concordant values on the Enhanced ACT, or a SAT score of 1050; this score must be submitted to the college. (Bulletin 741, 2.108.02)
3. Be recommended by the school's principal and/or Director.

When a minimum of 24 semester hours at the college level has been earned, the student will be eligible to receive a High school diploma. The Director shall submit to the State Department of Education:

1. Forms provided by the State Department of Education and completed by the college registrar, certifying that the student has earned 24 semester hours of college credit.
2. A Certificate of High School Credits and evidence of meeting the required standard on the Graduate Exit Examination (English Language Arts, Mathematics, Written Composition, Science, and Social Studies).

A student not regularly enrolled in the current school year is automatically eliminated from participation in all High school Activities with the exception of High school graduation ceremonies.

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*. LSVI follows the criteria set forth in Bulletin 741.

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 transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units if credit earned, shall be required.
 - b. Approved out-of-state schools (public/nonpublic)
A student transferred from a state-approved school, in-or-out-of state, shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units if credit earned, shall be required.

c. **Unapproved schools (public/nonpublic)**

Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, will determine the placement and/or credits for the student. The Director or designee may require the student to take an entrance examination on any subject matter for which credit is claimed. The school issuing the High school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

d. **Home Study**

i. **Provisions for LEAP/iLEAP Students**

The Louisiana School for the Visually Impaired shall adhere to the policies, procedures and guidelines established by the BESE system for students transferring to the system.

Students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school program, or any Louisiana resident* transferring from any out-of-state school shall be required to take the 4th or 8th grade LEAP English/Language Arts and Mathematics Tests and score at the *Basic* or Higher achievement level on one of the tests. The following Guidelines shall apply:

1. Students may take LEAP at either the Spring or Summer administration prior to enrollment. It is the responsibility of the parent to contact the District Test Coordinator to register for the test.
2. At least ten (10) working days prior to the testing date, the nonpublic school and parent (or home schooling parent) are responsible for providing the District Test Coordinator with any documentation required for requested standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in on-level LEAP testing. Promotion decisions for these students will adhere to those policies outlined in the High-Stakes Testing Policy for students with disabilities participating in on-level testing.
4. School systems may charge a fee for the testing of non-public and home schooling students. This testing 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 the Spring LEAP test administration and do not attain passing criteria are eligible to retake the LEAP during the Summer test administration.
6. Local school systems shall offer LEAP summer remediation to non-public/home schooled 4th and 8th grade students who do not meet passing criteria. School systems may charge a fee, not to exceed \$100.00 per student, for this purpose. This 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 do not meet the passing criteria are not required to attend summer school offered by the local school system to be eligible to take the Summer retest (refer to the High-Stakes Testing Policy for exceptions).
8. Only those students who score at the *Unsatisfactory* achievement level after participation in both the Spring and Summer administration of the LEAP and who attend the summer remediation program offered by the local school system are eligible for the appeals process or the policy override, provided all criteria are met. (Refer to the High-Stakes Testing Policy.)
9. Students who participate in the Spring administration only or Summer administration only and score at the *Unsatisfactory* achievement level are not eligible for the appeals process or the policy override. These students are not eligible to take iLEAP Tests 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 iLEAP Test for grade placement, if the student has not taken LEAP.
11. Students taking the iLEAP test are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee (SBLC).

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

- ii. Names of the entrance tests used to determine grade placement. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.
- iii. List the procedure for determining Carnegie credit for High school students.
A student shall be eligible to receive a Carnegie credit in a course listed in the program of studies provided that:
 - The time requirement for the awarding of the Carnegie unit is met,
 - The teacher is certified at the secondary level in the course taught and
 - The student has mastered the set standards of the course taken,

2. Describe the procedures for Interim IEPs.

Students who are Visually Impaired, Visually Impaired-blind or Visually Impaired-multi-disabled as documented by a qualified professional and who may have been receiving special education in another state shall be initially enrolled at LSVI concurrent with the conduct of the evaluation according to the requirements of Bulletin 1508. This enrollment process, from the initial entry into the school system to placement, shall occur within ten calendar days and will include the following steps:

1. Approval by the admissions committee,
2. A review of all available evaluation information by pupil appraisal personnel,
3. The development of an Interim IEP by the student's home parish in accordance with Bulletin 1706 §440-446, and
4. Obtaining formal parental approval for the temporary placement.

The duration of completion of the evaluation and the interim placement shall not exceed the evaluation timelines specified in Bulletin 1706 §436, with the initial IEP/Placement document developed within 30 calendar days from the date of dissemination of the written evaluation report.

3. List the placement test(s) administered to the above-mentioned transfer students, if applicable. *Not applicable*

H. Retention Policy

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

Retention of a student is determined on a case by case basis using the criteria outlined in the Pupil Progression Plan.

2. Describe any additional LEA policies that may determine student retention.

No additional policies.

I. Alternative Schools/Programs/Settings and Adult Education

1. List the written policies for all alternatives to regular placements.

No alternative school/program has been approved for operation within the Louisiana School for the Visually Impaired.

2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills Options)

Students who have not achieved the needed scores on the 8th grade LEAP Test for two consecutive years or have failed the Graduate Exit Exam (Language Arts and Math) at least twice will be considered for this program. Additionally, students who are functioning in the bottom quartile on a norm-referenced test and are struggling with English/ Language Arts skills, Carnegie unit and High school remedial courses, and have not passed the LEAP will also be considered for this program.

3. Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria. *Not applicable.*

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. **(Do not include copies of policies identified in *Bulletin 741.*)**

The Louisiana School for the Visually Impaired does not offer a General Education Development (GED) Program. Course work and pre-testing are provided to assist in preparing qualifying students for GED testing.

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, Administrator; Director, etc. could initiate an individual review.

Annual IEP Review

Placement decisions at Louisiana School for the Visually Impaired are made by means of the IEP process and normally occur during enrollment, release, or in response to a significant change in behavior. Placement decisions are based on current behavior, emotional state, academic performance, long-range educational goals, and social behavior. Placement alternatives shall be documented on page 2 of the IEP Placement/Service Determination Checklist.

Review of placement is made through the formal IEP process (The Regulation for Implementation of Act 754 of 977, Section 434. Review of the IEP may be initiated at any time upon the request of a parent, guardian/surrogate, teacher, member of the IEP Committee, and/or school administrator. The IEP process is reviewed periodically through internal monitoring by LSVI administrative 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.

School Building Level Committee

A formal method of review of placement employed by the school is the School Building Level Committee (SBLC). The committee serves as an in-house staffing/ad hoc subcommittee of the Admissions, Release, and Staffing Committee for the identification of special needs of students not previously identified.

The objectives of classroom-based screening are intended to identify special needs of students not addressed within their IEPs or the Louisiana School for the Visually Impaired Pupil Progression Plan and to provide faculty/staff with a procedure for addressing these student needs. The classroom-based screening of student needs includes:

- a. Academic performance
- b. Attendance
- c. Behavior/social adjustment

- d. Change of program/class/dorm
- e. Health needs
- f. Student sensory functioning
- g. Referral to pupil appraisal services
- h. Follow-up services to determine appropriateness of decisions/recommendations.

The SBLC is comprised of a core membership and an ancillary membership. Ancillary members serve ad hoc and are determined by the chairperson for particular students and their needs under review. The core members are:

- a. Director or designated representative (Chairperson)
- b. Appropriate Administrator/Dormitory Head
- c. The referring faculty/staff member(s)
- d. The student, if applicable
- e. Parents/guardian(s), if applicable
- f. A member of the Guidance, Counseling, and Therapy Department
- g. A member of the Assessment Team
- h. A parish representative, if applicable
- i. Interdepartmental/divisional representation, as appropriate

Parents may request a SBLC meeting by calling or writing to the Director or Principal, giving reasons for the request.

Faculty/staff members are to utilize the following procedure to bring special student needs to the attention of the School Building Level Committee:

- a. The faculty/staff member noting a special student need will complete an SBLC referral form through his/her department head to the appropriate Administrator along with available data, e.g., samples of student work, anecdotal records concerning observed behavior, informal tests/evaluations, dorm reports, etc.
- b. The Director/Dean of Campus Life Administrator will review the SBLC referral and supporting documents, make a determination as to the need for further referral, for follow-up, or for convening a meeting of the SBLC within five school days and inform core and ancillary members of the meeting.
- c. The Director or designee will contact the parent regarding the suspected student need and invite the parents'/guardian to attend, if appropriate.
- d. The SBLC will meet to review the referred student need and documentation and to make determination of follow-up actions.
- e. A committee member or a staff person will be assigned by the chairperson to function as committee secretary and to complete the written report of the review and recommendations, along with signatures of the committee members.
- f. The form will be returned to the SBLC Chairperson for duplication and distribution, as appropriate.
- g. When a change of program in the school is recommended, the parent must be contacted for an IEP update to consider implementing the recommendation.
- h. When a change of classification or a change of placement is recommended, a referral to Pupil Appraisal Services must be initiated and an IEP Placement Review meeting is conducted by the appropriate Administrator after receipt of the new evaluation.
- i. In cases where the student manifests behaviors that are dangerous to himself or others, a referral for Pupil Appraisal services may be initiated immediately

following notification of parents. The same procedure as outlined above will be utilized.

- j. Observations and reports, as needed in item #i, will be the responsibility of Pupil Appraisal personnel.
- k. Follow-up of recommendations will be the responsibility of individuals on the committee, as assigned by the chairperson.

Decisions of the SBLC may be appealed to the Director by the student, parent, or any party directly involved in the matter before the SBLC. Requests for an appeal must be made in writing within five school days to the Director, asking that the matter be placed on the agenda for the next regularly scheduled meeting of the LSVI Admissions, Release, and Staffing Committee.

During the period in which a decision of the SBLC is being appealed, no action is to be taken on the SBLC decision unless a contingency situation exists. A contingency situation is one where the student may be a danger to him/herself or others. In such a case, Director or designee will be contacted for an interim decision pending an appeal decision.

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 of Official Cumulative Student Records

The Louisiana School for the Visually Impaired maintains official cumulative student records on all present students and former students in accordance with the Louisiana Public Records Act, Act 621 of 1977 and the Family Educational Rights and Privacy Act of 1974 (FERPA).

The following records and reports are maintained for each student:

- Scores on local testing programs and screening instruments necessary to document local criteria for promotion.
- Information on the outcome of student participation in remedial and alternative programs.
- Special Education documents as specific in the approved Individual with Disabilities Education Act (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 must be kept on file.
- A copy of the parent's written consent for either the placement of the student in or the removal of the student from a remedial program must be kept on file.
- A copy of the parent's written consent for either the placement of the student in or the removal of the student from alternative to regular placement must be kept on file.

- Documentation of the parent/guardian's having been informed in writing of the decision to retain a student and of the system's due process procedure relating to placement procedures.

These records are available only to authorized personnel working directly with student on a "need-to-know" basis in accordance with FERPA and policies described herein.

The Registrar is designated as the custodian of official student records and as such, is charged with the responsibility of appropriate records management and security, according to policies under the confidentiality section of this plan and of the school's Policy and Procedure Manual.

Parental Review Of Records:

Parents, legal guardians, and students 18 years old and above have the right to see, correct, and control access to student records and to be informed of personnel authorized access to student records and reasons for accessing the records.

To access student records, a written request is to be submitted to the Director who will make appropriate arrangements with the Registrar within 45 days.

All records must be examined in the presence of the Registrar or other authorized staff member to ensure the correct interpretation of materials and to answer questions.

Parents, legal guardians, or students 18 years old and above have the right to add responses, clarifications, and/or addendums to student records. They also have the right to challenge the content of any record for correction and/or expungement and request a formal hearing to do so. The Registrar is designated as the school official assigned to assist parents with this process.

Parents may request copies of pertinent documents from the cumulative record and the school may charge actual reproduction costs.

FERPA Control Sheet:

A FERPA Control Sheet is to be affixed to each student's cumulative record folder. All authorized personnel accessing the student record are to date and sign the form and list the reason for accessing the file. This information is to be maintained for parental review. Exempt from signing the FERPA Control Sheet are those clerical personnel who have a continual responsibility for maintaining the file. Instead, a list of personnel who have normal clerical responsibilities concerning student records are to be clearly posted on or about student record file cabinets available for parental review and information.

Sharing Student Records:

It is the policy of the Louisiana School for the Visually Impaired to automatically share Individualized Education Programs (IEPs), student assessment information and evaluation with appropriate local school board officials of the student's domicile in order that the local school board may meet its responsibilities of monitoring the appropriateness of educational placement in accordance with Act 754.

Parents, legal guardians, and present and former student 18 years old and above may authorize the school in writing to provide copies of student cumulative records to

other agencies and service providers, e.g., a prospective new school or the Social Security Administration, by completing a Release of Information Form or any other such form or letter containing similar detailed information.

Personal Work Records:

School personnel working with students may maintain personal work records, which are private property and are not accessible to any other personnel. Examples of such records are guidance counseling notes; classroom teacher working folders of student work samples, instructional goals, progress notes; administrator/supervisor student meeting/behavior counseling notes, etc. Such personal work records are to be destroyed when no longer needed and are not maintained as part of the student's cumulative records.

Destruction of Records

The Louisiana School for the Visually Impaired maintains appropriate records germane to the provision of special educational and related services during the period of a student's enrollment in the school. Some of these records have historical and research significance after a student leaves the school and are maintained as a permanent record.

Other records, while germane to student programming, the provision of dormitory services and student management services, have decreasing historical and research significance after the student leaves school. Among these records are parental permissions for releasing students to others to leave campus, parental notes/school memos regarding scheduling meetings, transportation arrangements, student language samples, correspondence, memos recognizing student achievement such as honor roll, incident reports, and disciplinary records.

Cumulative Files:

It is the policy of the Louisiana School for the Visually Impaired that cumulative student records of decreasing historical significance and those otherwise not required for permanent student records mandated by law are to be destroyed five years after the student's twenty-first birthday.

The Registrar is the custodian of official student records identified as the student cumulative files and is charged with the maintenance, confidentiality, security, and destruction of records.

The Registrar will annually review active and inactive student cumulative files to identify students who have not been enrolled in the Louisiana School for the Visually Impaired for five consecutive years. Personally identifiable student records not mandated as permanent records by law and school policy will be removed and destroyed after parental notification of records destruction. Records will be destroyed in a secure manner.

The permanent cumulative file maintained after five years includes: demographic information, birth certificate, medical History form, hearing and vision testing results, grade reports, transcripts, achievement scores, the latest educational assessment, the latest registration form, the initial application, and other documents as required by school policy.

Statewide Assessment Center For The Visually Impaired Files:

It is the policy of the Louisiana School for the Visually Impaired that student assessment records of decreasing historical and research significance are to be destroyed five years after the student's twenty-first birthday.

The Coordinator of the Statewide Assessment Center for the Visually Impaired is the custodian of student assessment files and is charged with the maintenance, confidentiality, security, and destruction of such records.

The Coordinator of the Statewide Assessment Center for the Visually Impaired is to annually review active and inactive student assessment files to identify students who have not been enrolled in Louisiana schools and to remove and destroy personally identifiable student records after providing parental notification of records destruction, and to dispose of such records in a manner so as to ensure security in the destruction process.

The permanent cumulative assessment file maintained after five years includes: the latest assessment evaluation including hearing and vision test results, the test protocols used in the latest assessment, any related medical diagnostic information referenced in the latest assessment evaluation, and other documents as required by school policy.

Parent-Pupil Education Program Files:

It is the policy of the Louisiana School for the Visually Impaired that Parent-Pupil Education Program student files of decreasing historical and research significance are to be destroyed five years after the student's twenty-first birthday.

The Coordinator of the Parent-Pupil Education Program is the custodian of Parent-Pupil Education Program files of students and is charged with the maintenance, confidentiality, security and destruction of such records.

The Coordinator of the Parent-Pupil Education Program is to annually review active and inactive student files that have not been enrolled in the Parent-Pupil Education Program, and to remove and destroy personally identifiable student records, after providing parental notification of records destruction and to dispose of such records in a manner so as to ensure security in the destruction process.

The permanent Parent-Pupil Education Program student file maintained after five years includes birth certificate, medical History form, hearing and vision test results, student profiles, program registration papers, and other documents as required by school policy.

Teacher IEP Files:

It is the policy of the Louisiana School for the Visually Impaired that teacher IEP files are maintained by individual teachers and secured in the teacher's office to implement current individual student's IEP and may contain the following documents which are disposed of according to the below listed schedule when no longer current.

<u>Documents (Teacher Files)</u>	<u>Timeline</u>	<u>Disposition</u>
Original Forms IEP Letters of Notification Due Process Checklist Test Results Evaluations Other Related supporting documentation	Upon completion of the goals/objectives and/or the development of a more current IEP	1. Non-current IEP sent to the Office to the Office of the Coordinator of Admissions and Records 2. Current IEP information, such as evaluation information and test information, is sent to the receiving teacher. 3. Upon a student's departure/graduation, the entire IEP folder is sent to the Office of the Coordinator of Admissions and Records.

<u>Documents (Sup. Teacher Files)</u>	<u>Timeline</u>	<u>Disposition</u>
Copies of the yearly IEP Plans IEP Letters of Notification Due Process Checklist Test Results Evaluations Other related supporting documentation	Maintained by the Principal for student's length of stay in the instructional department	1. Sent to the Registrar for review and disposition by shredding when copies are no longer needed. 2. Should a student leave one instructional department and move to another department, current IEP information is sent to the receiving Administrator and non-current IEP information is sent to the Registrar

After non-current IEP information has been removed, the teacher IEP file follows the student to the teacher for the next school year.

Self-contained classroom teachers and departmentalized homeroom teachers, along with the assigned Administrator are jointly responsible for IEP files and are charged with the maintenance, confidentiality, security, and management of such records. They are to annually review IEP files for records management, in accordance with the above schedule, prior to passing on the file to the next teacher custodian.

Personal Work Files:

School personnel providing student services may maintain personal work files containing anecdotal student information. Such personal work files are not official school records and are not accessed by school personnel other than the individual maintaining the personal work file. Among personnel maintaining personal work files are administrators, school counselors, teachers, and dormitory program supervisors. Information which personal work files generally contain consists of miscellaneous correspondence from parents, staff, students; phone slips; conference notes; counseling notes; work samples;

textbook assignments; dorm reports; ADL logs; permission slips; and working copies of official school records, such as teacher's copy of IEPs, achievement scores, and audiograms.

Accordingly, it is the policy of the Louisiana School for the Visually Impaired that personal work files are to be destroyed by the person maintaining such personal work files in accordance with the following circumstances:

- (a) When the student is no longer receiving services from the person maintaining a personal work file, such as the student moving to another class or dormitory or department, or graduating, (teachers, and dormitory heads, etc.)
- (b) When the student has left school and is not expected to return

NOTE: If a student is expected to return to the Louisiana School for the Visually Impaired and resume receiving student services, then personal work files may be maintained until completion of program/services, (administrators, etc.)

Parental Notice:

Custodians of official school records identified above are to provide parental notification of the forthcoming destruction of personally identifiable school records. Notification is to be mailed to the last known address of record four weeks in advance.

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

The Louisiana School for the Visually Impaired is a special school limiting its population to students who are Visually Impaired, visually-impaired/multi-disabled. No regular education students are enrolled.

- b. Students with Disabilities

It is the policy of the Louisiana School for the Visually Impaired that all complaints from students and/or parents regarding a student's identification, evaluation, placement, Individualized Education Program (IEP), direct and related services, the provision of free and appropriate public education (FAPE), and other matters pertaining to a student's educational/student life program be resolved through an informal conciliatory procedure within the appropriate department between and among parties directly involved in the complaint and the department head concerned.

It is the policy of the Louisiana School for the Visually Impaired not to deny the right a student or parent may have to a due process hearing or civil remedy, but to encourage students and parents to exhaust administrative remedies in resolution of a complaint/grievance prior to seeking formal due process hearing and/or civil remedies.

The Director is designated as the school's Complaint Management Officer and, as such, is charged with the following responsibilities:

- a. To assist students and parents in the informal resolution of a complaint.
- b. To assist students and parents in the formal resolution of a complaint/grievance.
- c. To assist students and parents with arrangements for a due process hearing for unresolved complaints.
- d. To monitor all complaints, informal and formal, to ensure adherence to established timelines and speedy resolution.
- e. To work with the Compliance Officer for all discrimination complaints involving students and/or parents.

All department heads are to immediately notify the appropriate division heads and Director concerning any complaint/grievance received from any student or parent and to convey complaint/grievance information including names, dates, complaints and efforts toward resolution on weekly departmental reports.

All division heads are to immediately notify the Director concerning any complaint/ grievance received from any student or parent at the departmental and/or divisional level and to convey complaint/grievance information, as above, on divisional weekly reports. For monitoring purposes, such information shall also be forwarded by the division heads to the Complaint Management Officer.

Students and parents desiring to file an informal complaint, formal grievance, or requesting a due process hearing are to be referred to the Complaint Management Officer for assistance.

Nothing in this section should be construed to mean that the above internal procedures negate in any way student and/or parent rights to their due process, as described in Bulletin 1706, sections 507-515.

Informal Resolution Procedures:

It is anticipated that the parent and/or student will initially confer directly with the school employee involved in the complaint to seek mutual resolution of the complaint in an informal manner. If satisfactory resolution is not achieved among and between parties directly involved, or if the complaint is of such nature that it should be brought initially to the attention of the involved department head, then the following informal conciliatory procedure is to be used at the department head level:

- A. The affected department head receives the informal complaint (phone, letter, note, and/or in person) and either
 1. Investigates the complaint and reports back to the student/parent via phone, letter, or in person with resolution of the complaint within five school days,
 - or
 2. The affected department head convenes an informal meeting with the student and/or parent and involved parties, as appropriate, for resolution of the complaint within five school days.

- B. If satisfactory resolution of the student or parent complaint is not achieved at the departmental level, then the following informal conciliatory procedure is to be used at the division head level:
 - 1. The affected division head receives the informal complaint (phone, letter, note, and/or in person) and either
 - a. Investigates the complaint and reports back to the student/parent Via phone, letter, or in person with resolution of the complaint within five school days,
 - or
 - b. The affected division head convenes an informal meeting with student and/or parent, appropriate department head, and involved parties, as appropriate, for resolution of the complaint within five school days.

- C. If satisfactory resolution of the student or parent complaint is not achieved at the division level, then the informal conciliatory procedure is to be pursued at the Director's level:
 - 1. The Director receives the informal complaint (phone, letter, note, and/or in person) and either
 - a. Investigates the complaint and reports back to the student/parent Via phone, letter, or in person with resolution of the complaint within ten school days,
 - or
 - b. The Director convenes an informal meeting with the student and/or parent, appropriate division head, department head, and involved parties, as appropriate, for resolution of the complaint within ten school days.

- D. If satisfactory resolution of the student or parent complaint is not achieved at the Director's level, the matter is referred to the District Complaint Management Officer who assists the student and/or parents in resolving the complaint through either a formal grievance procedure or due process procedure, as applicable.

c. **Section 504 Students**

All students at the Louisiana School for the Visually Impaired are Students with Disabilities.

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

Referral/Placement - Louisiana School For The Visually Impaired

A student with a vision loss may be referred/placed in the Louisiana School for the Visually Impaired for free/appropriate public educational services in accordance with the following procedures:

1. Out of District Placement Approval Procedure

The sending school system initiates and conducts a meeting to develop an IEP for the student in accordance with regulations to implement Act 754. The school system simultaneously applies to the Louisiana School for the Visually Impaired and to the Louisiana Department of Education for approval of placement out of the geographic attendance area and discusses the following with an authorized representative of the receiving school:

- a. Student's eligibility for admission
- b. Education records
- c. Availability of services
- d. Acceptance

The local education agency (LEA) conducts the IEP. A cover letter from the LEA proposing referral/placement in the Louisiana School for the Visually Impaired, along with supportive documents, is sent to the Louisiana School for the Visually Impaired. (Upon approval by the Louisiana Department of Education (LDE) for out of district placement, the receipt of the referral letter and IEP/placement document and multidisciplinary assessment, a meeting of the Louisiana School for the Visually Impaired Admissions, Release and Staffing Committee will be held.)

2. Cooperative Interagency Agreement Placement

The Louisiana School for the Visually Impaired may enter into a cooperative services agreement with each city/parish school system which refers a child to the School. This type of placement does not require application to the LDE. The LEA conducts the IEP. A cover letter is sent directly from the LEA to the Louisiana School for the Visually Impaired proposing educational placement along with the IEP, multidisciplinary assessment, and other documents. LSVI will convene a meeting of the Admissions, Release and Staffing Committee.

3. Alternative Placement Procedures

Students may be placed at Louisiana School for the Visually Impaired through alternative placement procedures as described in Bulletin 1706, section 716 in compliance with Act 433 and 911 (Parent Option Law) of the 1990 regular session of the Louisiana Legislature.

Admission and Release

Admissions, Release, and Staffing Policy

1. It is the philosophy of the Louisiana School for the Visually Impaired that we exist to serve the needs of blind or visually impaired students. Our Admissions, Release, and Staffing policy, therefore, has as its objective, to both determine the unique needs of the individual student and to identify the appropriate and proper resource to meet his/her needs. Decisions to accept or refer a student will be made in the best interest of the individual child. All placement decisions are made by the individual's IEP Committee.

Decisions will be based on the objective data, including evaluation information, and input from the student, parents, local school board, Previous and prospective program personnel. The least restrictive educational environment will be that program with the resources to most adequately and appropriately meet the student's educational and psychosocial needs. The Committee will consider the program options available in Louisiana along with Louisiana School for the Visually Impaired's program offerings and attempt to match resources to needs.

2. Committee Composition, where appropriate

1	Director	Administration, Chairperson
2	Principal	Operational Chairperson, Academics
3	Representative, Statewide Assessment Center for the Visually Impaired and Admissions / Records	Follow-up Services
4	Parent(s) and Student(s)	Vested Interest
5	Parish Supervisor of Special Education (or designee)	Local Educational Agency
6	Admissions / Registration Representative	Coordinator of Admissions, Secretary
7	Teacher	Education
8	Campus Life Administrator	Campus Life Program
9	Additional Personnel	As needed from Previous or prospective service school/agency, evaluation or treatment facility, and/or any person possessing first-hand knowledge concerning the student's needs.

3. Duties of the Committee

- a. To consider referrals from Louisiana Department of Education/LEA for placement at the Louisiana School for the Visually Impaired.
- b. To consider students for release to other programs or agencies.
- c. To consider appeals concerning decisions made by in-house sub-committees of the Admissions Committee on the following matters:
 1. Educational program modifications such as class placement, program of studies, mainstreaming, on the job training, etc.
 2. Review of progress and placement.

4. Eligibility for Admission

- a. Visual Impairment as defined in Bulletin 1508.
- b. Between 0 years and 21 years of age, inclusive. For residential placement, students from 3 years through 21 years of age are eligible, where appropriate.
- c. Resident of the State of Louisiana.
- d. The student's lack of compensatory skills and/or the inadequacy of other available educational program(s) to meet the student's psychosocial educational needs that prevent normal educational progress.
- e. Must be able to benefit from educational program offered, with appropriate modifications.
- f. Appropriate self-care skills, or have ability to acquire them.
 1. For visually-impaired children who are diagnosed as having additional disabling conditions: self-help skills, abilities, and needs are to be considered as part of the educational program in the classroom and dormitory. A trial period, determined at an interim IEP meeting, will be considered on an individual basis to enable students to demonstrate a learning potential for mastering self-help skills.
- g. Submission of all requisite documentation.

5. Prerequisites for Admission

- a. Comprehensive psycho-educational assessment data (See Bulletin 1508, page 16) is to be gathered and/or updated prior to any staffing consideration.

As a minimum, assessment data will include:

- a. Vision/Low vision evaluation
 - b. Communication evaluation
 - c. Language assessment
 - d. Academic achievement
 - e. Psychological evaluation
 - f. Social History
 - g. General medical History
 - h. Prior educational experiences/records
 - i. Independent living skills assessment
- b. The following documentation is to be obtained and made part of the student's record folder within 30 days of enrollment:
 1. Complete immunization record
 2. Legal birth certificate.

6. Procedures for Admission

- a. Upon receipt of a referral from State Department of Education and/or LEA, the Coordinator of Admissions and Records will send the following to the parents:
 - A Louisiana School for the Visually Impaired application
 - Information about the school.
- b. The Coordinator of Admissions and Records initiates appropriate request for service and assistance with data gathering.
- c. The Coordinator of Admissions and Records will inform all concerned individuals of the date, time and place of the staffing.

- d. A Staffing will be held on an as needed basis as referrals are received from various LEAs or under Parent Option Law.
- e. The Committee will consider the following factors along with eligibility criteria for admission/continued placement:
 - 1. Applicant's data
 - 2. Availability of space in the classroom and dormitory
 - 3. Personnel-student ratio
 - 4. Unique needs of the individual student
 - 5. Appropriate and proper resources to meet his/her needs
 - 6. Appropriate placement in the classroom and dormitory
 - 7. Re-staffing considerations (includes IEP process determination):
 - a. Continued Louisiana School for the Visually Impaired placement
 - b. Program modifications
 - c. Referral to city/parish or other appropriate programs
- f. The parents and the referring LEA (Local Education Agency) will receive a copy of the Committee's recommendations.
- g. Should it be decided that the Louisiana School for the Visually Impaired is not the least restrictive environment, and then the student will be referred to the LEA of residence for an alternate placement through the IEP process.

7. Types of Staffings

- a. Admissions and Release: Staffings are held in accordance with BESE policies, applicable state and federal regulations, and school policies. They are coordinated by the Coordinator of Admissions and Records. They involve prospective students referred for admissions and present students proposed to be released to their agencies, school, programs, etc. The procedures and participants in these staffings are explained above.
- b. Disciplinary: Staffings are held by an in-house subcommittee in accordance with the LSVI Admissions, Release and Staffing Procedures and are coordinated by the Coordinator of Admissions and Records. They involve enrolled students disciplined or suspended for infractions of school rules and established laws and involve participants as needed on an ad hoc basis.

Disciplinary staffing ad hoc sub-committee meetings may be chaired by the Director, Principal or Campus Life Administrator.

When the offense is of such nature as to possibly warrant an extended suspension or expulsion, the Director will chair the meeting.

- c. SIT (Student Improvement Team): This team will consist of representatives from administration, educational services, health and residential services. Students will be referred by professional or residential staff if a behavioral, academic, or health plan needs to be developed to assist the child. A plan may be developed, monitored, and reviewed by this committee which will meet weekly.
- d. In-house: These staffings are generally educational/student life program development meetings in response to individual student needs. They may involve all the student's teachers, dormitory counselors, and/or parents. They are

coordinated the appropriate department head. The Coordinator of Admissions and Records and Guidance Office will be informed of the meetings and will be involved as appropriate.

8. Decision Review

- a. It will remain within the province of the Director of the Louisiana School for the Visually Impaired to accept, defer, or reject an application based on a review of all available data.
- b. Recommendations of the Committee are subject to review and approval as appropriate by the Director of the Louisiana School for the Visually Impaired.

9. Appeal Procedure

- a. Students and parents will be provided with a copy of due process procedure.
- b. In addition, due process appeal rights in accordance with IDEA/Bulletin 1706, Act 754, Title IX, and Section 504 will be explained to participants by the chairperson during each staffing.

10. Operating Procedures

The Louisiana School for the Visually Impaired will develop operational procedures contained within the school Policy and Procedure Manual to implement school admissions and release policies.

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

1. To provide students with supplemental or extended instruction in the basic academic areas necessary for progress in schooling and assured mastery of the skills appropriate to the grade level
2. To provide instruction in a setting that accommodated the unique learning style of each student without the effects of labeling or the inference of disability.
3. To provide remediation for students who does not meet the performance standards by the Department and approved by the State Board, as measured by the State criterion-reference test.
4. To recommend remediation for students who score at the *Approaching Basic* level on the LEAP-English Language Arts, Mathematics, Science or Social Studies test.

II. Program Description

A. Student Selection Criteria

Any hearing impaired elementary or secondary 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 test, shall be provided remedial education. (R. S. 17:397)

The failure of students with disabilities to achieve performance standards on the State criterion-referenced tests does not qualify such students for special education extended school year programs. (SBESE Policy).

The Remedial Education Student Profile for the LEAP/CRT, provided by the LDE shall be used by LSVI for providing remediation for each eligible student.

B. Pupil/Teacher ratio

The teacher/pupil ratio, for exceptional students in remediation classes, shall adhere to guidelines as set forth in Bulletin 741 and 1706.

C. Instructional time

The Summer program will offer 50 hours in each of the content areas (Language Arts, Math, Science and Social Studies.) To be considered as attending the minimum

required time for Summer Remediation and Retesting, the Louisiana School for the Visually Impaired has determined that a student must attend 70% of the days that are provided during the Summer Program. Anyone attending less than the 70% of the days will be considered as not fulfilling the requirement of attending Summer Remediation and Retesting and will be retained.

D. Selection criteria for teachers and/or paraeducators

Qualifications of teachers for the remedial education program shall be as for teachers who are regularly employed at the Louisiana School for the Visually Impaired. Instructional paraprofessionals who are employed to work in the remedial education program shall (1) serve under the immediate supervision of a regularly certified teacher, and (2) shall have the following qualifications:

- i. Must be at least twenty years of age;
- ii. Must possess a High school diploma or its equivalent;
- iii. Must have taken a nationally validated achievement test and demonstrated a level of achievement equivalent to the normal competency level of a tenth grade student; and
- iv. Must demonstrate fair or better than average, communication skills with visually impaired students.

Teachers already employed at LSVI may be employed to provide remedial instruction, providing that the services are performed in addition to their regular duties.

E. Materials and methodology to be used

- i. Remedial methods and materials shall supplement and reinforce these special methods and materials used in the regular LSVI program.
- ii. Instruction shall include, but not be limited to, the philosophy, the methods, and the materials included in the state approved curriculum guides as adapted for use with LSVI students.

F. Documentation of students' and parents' refusal to accept remediation

Should a student identified as needing remedial education, and the student or his/her parent, decline to participate in the recommended remediation program, the Director of the Louisiana School for the Visually Impaired, or his designee, shall obtain from the student, or his/her parents, a signed statement attesting to his/her refusal to accept remediation.

III. Plan for coordination of state, federal, and local funds for remediation

Inasmuch as remediation is an integral part of the school's pupil progression plan, the remediation plan for successive school years shall be budgeted for as part of the school's annual budget. Adjustments in the amounts budgeted for remedial education shall be made based on consideration of past and projected needs. The remedial education program shall be coordinated with any locally funded and/or federally funded remedial education program, but shall remain as a separate remedial program to be funded by the state.

IV. Evaluation plan for documenting evidence of achievement/growth of students

Assessment of a student's mastery of the material/subject area for which he/she is referred shall have both informal and formal components:

Informal: The informal assessment shall consist in teacher observation/tests of the student's daily and monthly performance and the quarterly grading of the student's work. This shall include the teacher's comments regarding the student's general progress.

Formal: The formal component shall consist of the administration of 1) appropriate state-approved criterion referenced tests (the LEAP tests) consisting of four subject areas - English/Language Arts, Mathematics, Science, and Social Studies. The success of the remedial education program shall be determined by the increased number of students achieving mastery in subject areas. 2) appropriate norm referenced test. (iLEAP)

APPENDIX A

DEFINITION OF TERMS

Acceleration - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508

Adapted Physical Education - specially designed physical education for those exceptional students for whom significant deficits in the psychomotor domain have been identified and who are unable to participate in regular physical education programs on a full-time basis. (Bulletin 1508)

Alternate Assessment - The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

Audiology means:

1. The identification of children with hearing loss.
2. The determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
3. The provision of habilitative Activities such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation and speech conservation.
4. The creation and administration of programs for prevention of hearing loss.
5. The counseling and guidance of pupils, parents and teachers regarding hearing loss.
6. The determination of the child's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. (Act 754)

Audiological Services - See Audiology above

Auditory - of or related to hearing.

Carnegie Unit - An academic credit based upon achievement of established standards, including times and content for a particular course. (Bulletin 741)

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.

Content Standards - Statements of what we expect students to know and be able to do in various content areas.

Counseling Services - To provide services to students and families to enable students to arrive at their full potential through a process involving direct contact between the student and counselor aimed at assisting the student to adjust more effectively to Himself and His environment. (PPM 3.6.25)

Criteria for Eligibility - describes the minimum data that must be obtained in order to classify a child as exceptional and in need of Special education and Related Services. (Bulletin 1508)

Visually Impaired - is a severe hearing impairment with an unaided pure tone average of 500, 1000, 2000 Hz in the better ear of 70 dB (ANSI) or more and which results in a deficit in

processing linguistic information through hearing, with or without amplification. (Bulletin 1508)

Visually Impaired-Blind - is concomitant hearing and Visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for Visually Impaired or for blind children. (Bulletin 1508)

DRA - Developmental Reading Assessment - Instrument used to determine the reading levels of first, second and third grade students.

Evaluation - is defined as a systematic process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria. The product of the evaluation is a professional interpretation of the student's performance within various settings, those factors affecting the student's performance, the nature and extent of the student's impairment or exceptional ability, and the need for special education and related services, other interventions, or instructional adjustments. Evaluation is not synonymous with testing. (Bulletin 1508)

Exceptional Child - For a child to be considered an exceptional child under the Regulations implementing Act 754, two conditions must exist:

First, the assessment data must indicate that:

- (1) An impairment is present, or
- (2) A requisite is present, such as exceptionally High abilities.

Second, an assessment of the current and past learning environment and the educational progress of the child must demonstrate a need for special educational services. (Bulletin 1508)

Exceptionality - is any one of the characteristic impairments or conditions which adversely affect the child's educational performance to the extent that the child needs special education as defined in Bulletin 1508.

Guardian - refers to a legal guardian. A person appointed by the courts to act as the parent of a child.

Hard of Hearing - is a hearing loss, either permanent or fluctuating, ranging from mild to severe unaided (pure tone average of 500, 1000, and 2000 Hz between 20 and 70 db ANSI, in the better ear) which does not significantly impede the learning of speech and language through normal channels. (Bulletin 1508)

Hearing Impaired - A hearing impaired student is a student whose auditory sensitivity and acuity is so deficient as to interfere with educational performance. It includes both Visually Impaired and Hard of Hearing students. (Bulletin 1508)

Individual Evaluation - A systematic process of review, examination and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria. The product of the evaluation is a professional interpretation of the child's performance within various settings. The ultimate goal of the IEP process is to provide information to educators and/or others who are involved which will facilitate future educational programming for the student. (Bulletin 1508)

Interagency Agreement - Means an operational statement between two or more parties or agencies which describes a course of action to which the agencies are committed. The

statement is drawn up consistent with the mandatory provision of Part 800 of the regulations of Act 754.

Interim IEP - Means a written program which enables the enrollment of a child with a low-incidence disabling condition into a special education program concurrent with the completion of the child's individual evaluation. This evaluation shall be completed within the time limits specified by Subpart 416 of Regulations implementing Act 754 with the final IEP being developed within 30 operational days of the completion of the individual evaluation. (Bulletin 1706)

Interpreting - is defined as the process of relaying spoken oral communication by means of fingerspelling, sign language, speech and expression in such a manner as to convey concise meaning to the Visually Impaired individual(s) and reversing that process to aid the Visually Impaired individual(s) in expressive communications. (Louisiana School for the Visually Impaired)

Jurisdiction - is the right of a school system to exercise authority over all children residing within its geographic area and over each child placed by the school system in an educational program within the geographic area of another school system or in an approved educational program out of the State. For a State Board Special School, the geographic area is the boundary of the residential educational facility. (Act 754 Regulations)

LEAP 21 Summer School - The summer school program offered by the Louisiana School for the Visually Impaired for the specific purpose of preparing students to pass the LEAP 21 test in English Language Arts or Mathematics.

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).

Least Restrictive Environment - that program and services which possess the resources that best meet the identified psychosocial, educational and communication needs of the Visually Impaired student. (National Association of the Visually Impaired)

Louisiana Competency-Based Education Program - means the coordination of all existing statutory provisions and state Board of Elementary and Secondary Education policies and guidelines to be implemented by Department of Education which affect pupil performance with the development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools of this state, the complete implementation of the Louisiana Literacy Assessment Program, the involvement of all federal instructional programs, vocational programs, special education programs, and teacher education programs in this state, and the pupil progression plans for the public elementary and secondary school systems of this state. (Act 750)

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

Mainstreaming - the integration of selected Louisiana School for the Visually Impaired students into specific local educational programs with hearing students. (PPM Section 3.6.32)

Mobility - the ability to navigate freely, confidently, and effectively from a fixed position to a desired position in another part of one's environment. (Bulletin 1617)

Multi-disabled - is concomitant impairments (such as mentally retarded-blind; mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include Visually Impaired-blind children. (Act 754) (Bulletin 1508)

Orientation - is the process of utilizing the remaining senses in determining one's position in relationship to his/her surroundings. (Bulletin 1617)

Out of Level Testing - (LEAP) - student is assessed using the Iowa Test of Basic Skills at the student's functioning grade level(s) in language/reading and /or mathematics, not the students enrolled grade level.

Parent - means a natural parent; a legal guardian; a person acting as a parent of a child (this includes relatives of the child or private individuals allowed to act with the explicit or tacit approval of the child's natural parent or guardian); or a surrogate parent who has been appointed in accordance with Subpart 507 of Act 754. The rights and responsibilities of a parent established by these regulations shall be exercised directly by an exceptional child who attains the age of 18 years unless such child has been interdicted or determined to be in continuing minority by a court order of the State of Louisiana. (Act 754)

Placement - is enrollment of a child in another school system or an approved nonpublic school, wherein the child so placed remains within the jurisdiction of the placing school system. The responsibility for the provision of a free appropriate public education (FAPE) remains with the placing school system and, in the case of placement in an approved nonpublic facility, also with the State Board. (Act 754)

Policy and Procedure Manual (PPM) - a manual for use as a guide toward the coordination of operations of all components of the Louisiana School for the Visually Impaired and for the promulgation and understanding of current policies and procedures to be used in day-to-day operations of the school as they relate to administration, coordination, communication, and management of resources to effectively implement program goals and objectives. (PPM I.3)

Promotion - A pupil's placement from a lower to a Higher grade based on local and state criteria contained in these guidelines. (Bulletin 1566)

Pupil Progression Plan - means the comprehensive plan developed and adapted by each parish or city school board which shall be based on student performance on the Louisiana Literacy Assessment Program with goals and objectives which are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education; particular emphasis shall be placed upon the student's mastery of the basic skills of reading, writing, and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered. (Act 750)

Referral - is the enrollment of a child in another school system or an approved nonpublic school wherein there is a transfer of jurisdiction from one system to another for the provision

of a free appropriate public education (FAPE) initiated by a school system, and indicated by using the word referral. Such a referral culminates in the establishment of responsibility for FAPE for the child by the receiving school system. All transfers of jurisdiction are considered significant changes in placement. (Act 754)

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.

Related Services - means transportation and such developmental, corrective, and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech hearing/language services and audiological services, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, interpreter services, orientation and mobility training, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. (Act 754)

Release - The transfer of jurisdiction over a student back to the student's LEA of residence.

1. Disabled children admitted to State Board Special Schools shall be released from enrollment according to procedures established by the State Board Special School and approved by the State Board consistent with Act 754 regulations.
2. Disabled children currently enrolled in State Board Special Schools shall not be referred to city/parish school systems without a review of the current IEP/Placement being conducted by the State Board Special School. (Act 754)

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

Remediation - see Remedial Programs

Retention - Non-promotion of a pupil from a lower to a Higher grade based on local and state criteria contained in these guidelines. (Bulletin 1566)

Review of Placement - to examine the educational placement decision and objectively determine whether said placement was in the best interest of the child and/or continues to meet the needs of the child. (Act 754)

Special School District #1 (SSD #1) - The intermediate educational unit administered by the Louisiana State Department of Education that provides a free and appropriate public education for eligible exceptional children, ages 3-21, who have been admitted to state-operated programs for treatment, habilitation, and care, or who have been placed by court order. (Act 754)

Statewide Curriculum Standards for Required Subjects - The required subjects to be taught, minimum skills and competencies, suggested Activities, suggested materials of instruction, and minimum required time allotments for instruction in all subjects. (Act 750)

Transfer - refers to changes in jurisdiction over educational services (Act 754)

Surrogate Parent - A person with whom the child is residing, who is not the natural parent nor the legal guardian but who is acting as the parent of that child, and is qualified as a parent as

defined in these Regulations, may be appointed by the school system as a surrogate parent if that person meets the criteria for being a surrogate parent.

Usher Syndrome - Usher's Syndrome is a genetic condition involving hearing loss and gradual progressive Visual degeneration due to retinitis pigmentosa, the name applied to a group of hereditary diseases. While the loss of hearing is apparent near birth or in very early childhood, the Vision impairments frequently remain undetected until late adolescence or the early twenties. (A brochure, Usher's Syndrome: Retinitis Pigmentosa and Visually Impairedness, p.3., printed by the Division of Public Services, Gallaudet College)

Visually Disabled - A Visual impairment which, even with correction, adversely affects a child's educational performance. The term Visual disability includes both blind and partially seeing children. (Bulletin 1508)

Vocational Education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Act 754)

APPENDIX B

PROCEDURAL SAFEGUARDS

Full and effective notice

Full and effective notice is written notice which:

1. Contains a full explanation of all the procedural safeguards available to the parents, including confidentiality requirements.
2. Describes the proposed (or refused) action and explanation of the reasons for such an action and a description of any options which were considered and rejected.
3. Describes each evaluation procedure, type of test, record, or report used as a basis for the action and any other relevant factors.
4. Identifies the employee or employees of the Louisiana School for the Visually Impaired who may be contacted.
5. Is written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent.
6. Is also communicated orally (where necessary) in the native language or other mode of communication so that the parent understands the content of the notice.

Formal Parental Approval

1. Formal parental approval of a proposed action is written approval which is made by a parent who has been fully informed of all information relevant to the activity, in his or her native language or other mode of communication, and understands that the approval is voluntary and may be revoked at any time.
2. Formal parental approval for the release of the educational record must be given by a parent who understands and agrees in writing to the list of persons or agencies to which the records will be released.

Independent Individual Evaluation

The parents of a student enrolled at LSVI have the right to obtain an independent individual evaluation of the student, in accordance with the following:

1. Independent individual evaluation means an evaluation conducted according to the criteria in Bulletin 1508 and these Regulations including the location of an evaluation conducted by qualified examiners who are not employed by the Louisiana School for the Visually Impaired. An independent evaluation is not necessarily a private evaluation.
2. A parent has the right to an independent individual evaluation which meets the requirements of Bulletin 1508. This individual evaluation shall be at public expense (without charge) in either of the following:
 - a. the parent gives written notice of disagreement with the evaluation provided by the school system and the school system agrees with the parent.
 - b. If the parent gives written notice of disagreement with the evaluation provided by the school system and the school system disagrees with the parent and initiates a hearing within 10 operational days of the written notice and the hearing officer finally decides that the parent was correct.

- c. If a hearing office requests an independent evaluation as part of a hearing.
3. Parents have the right to privately obtain an individual evaluation at their own expense. Parents might inquire whether Bulletin 1508 criteria will be met.
- 1. The results of such a privately obtained independent evaluation:
 - a. Must be considered by the Louisiana School for the Visually Impaired in any decision made with respect to the provision of a free appropriate public education. This does not mean that any such privately obtained evaluation supersedes any individual evaluation obtained by the Louisiana School for the Visually Impaired.
 - b. May be presented as evidence at a hearing.
 - 2. Parents are advised that in considering the privately obtained independent evaluation, the Louisiana School for the Visually Impaired must:
 - a. Upon receipt of the privately obtained individual evaluation proceed within the timelines established.
 - b. Review the report according to the criteria in Bulletin 1508 and the credentials of the individuals conducting the evaluation.
 - c. Weigh the recommendations in the report in accordance with their findings in the review.
 - d. Inform parents of decisions reached and actions taken by the Louisiana School for the Visually Impaired.

Rights of exceptional children

Exceptional children (and their parents acting on their behalf) have the right to:

- A. Receive equal educational opportunity.
- B. Be provided a free appropriate public education.
- C. Have the school system give careful consideration to the results of an independent evaluation with respect to the provision of a free appropriate public education.
- D. Inspect and review all educational records with respect to the identification, evaluation, and placement of the child and the provision of a free appropriate public education.
 - a. Initiate a hearing on any of the matters described in s509A.
 - b. Receive an impartial hearing with opportunity for direct participation, representation by counsel, and other procedural rights.
- G. Present complaints to the Department relating to identification, evaluation, or educational placement, or to the provision of a free appropriate public education.
- H. Have a surrogate parent assigned, where appropriate, by the school system.
- I. Be provided, by the evaluation coordinator, with a written copy of the integrated report of the individual evaluation as soon as it is completed, together with a full oral explanation (effectively communicated) of both the findings and the recommendations.
- J. Be provided, upon request, advance notice of the times, dates, and places of conduct of assessments, and, upon request, are permitted to view the proposed assessment locations, prior to the date and time of the proposed assessment, when assessments are not in progress. Such a viewing must be arranged with the appropriate administrative authority of the sites.
- K. Have a personal consultation with members of the pupil appraisal staff conducting assessments.
- L. Receive full and effective notice of proposed actions as provided in this Part.
- M. Provide formal parental approval as provided in this Part.

- N. Be informed of any free or low-cost legal and other relevant services available if a hearing is initiated.

Confidentiality of Information

- A. Each school system must permit parents to inspect and review any educational records directly relating to their children who are maintained by the school system or by a party acting for the school system.
- B. School systems must comply with a parental request to inspect and review educational records without unnecessary delay and before any meeting regarding an individualized education program or hearing relating to the identification, evaluation, or placement of the child, and in no case shall the time exceed more than 30 operational days after the request has been made. The right to inspect and review educational records under this subpart includes:
 - 1. The right to response from the school system to reasonable requests for explanations and interpretations.
 - 2. The right to request that the school system provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records.
 - 3. The right to have a representative of the parent (authorized in writing) inspect and review the records.
- C. The school system may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.
- D. The school system must keep a record of parties obtaining access to education records (except access by parents and authorized employees of the school system) including the name of the party; the date access took place, and the purpose of the authorized use.
- E. If any education record includes information on more than one child, the parents shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- F. The school system shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the school system.
- G. The school system may charge a fee for copies of records which are made for parents under this Part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
- H. A parent who believes that information in the education records is inaccurate or misleading or violates the privacy or other rights of the child, may request, in writing, that the school system amend the information. The school system must decide whether to amend the information as requested and inform the parents of the decision within a reasonable period of time of receipt of request. If the school system decides to refuse to amend the information, it must advise the parent of the right to a hearing. The hearing must be provided in accordance with the requirements of 45 CFR 99.22.
- I. Formal parental approval must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under these Regulations or

disclosed to anyone other than officials of participating agencies collecting or using information for the purpose of the Activities described in these Regulations.

- J. School systems must not release information from education records to any persons or participating agencies without formal parental approval unless the disclosure is consistent with all applicable federal statutes.
- K. School systems must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
 - 1. One person designated by the school system must assume responsibility for insuring the confidentiality of any personally identifiable information.
 - 2. All persons collecting or using personally identifiable information must receive training or instruction regarding the policies and procedures set forth in this subpart.
 - 3. School systems must maintain, for public inspection, a current listing of the names and positions of the employees who may have access to personally identifiable information.
- L. School systems must inform parents when personally identifiable information collected, maintained, or used under these Regulations is no longer needed to provide educational services to the child. Subsequent to informing the parents that such information is no longer needed, information may be destroyed; however, it must be destroyed if so requested by the parent. However, a permanent record of a student's name, address, phone number, grades, attendance record, and classes attended, grade level completed, and year completed may be maintained without time limitation.
- M. Information contained in the IEP or individual evaluation must not be available to the public and must be available to the authorized employees in need of such information in connection with the responsibilities established by these Regulations consistent with the requirements of the subpart and existing federal and state laws governing such information.

The provisions of this subpart expressly extend to any records or other information collected or maintained by any agency, organization, or person.