

# PUPIL PROGRESSION PLAN

for

## SPECIAL SCHOOL DISTRICT

for

2007-2008

Submitted to Louisiana Department of Education

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(Date Submitted)

## TABLE of CONTENTS

	<u>Page</u>
<b>Section I – Formal Submission Statement</b>	
a. Formal Submission Statement	3
b. Local Contact Information	4
c. List of Educators	5
d. List of Parents	6
e. General Provisions of Development	7
f. Preface/Background Information	8
g. Public Notices	9
<b>Section II-Statewide Mandatory Criteria</b>	
High Stakes Testing	10 -16
<b>Section III-Local Options</b>	
a. Kindergarten Entrance and Screening	17
b. Placement: Grades K-12	18
c. Requirements of LEAP: High Stakes Regular Placement	18-30
d. Progression of students – LEAP Alternate Assessment	30-33
e. Limited English Proficient Students	33
f. Acceleration	33-35
g. Transfer Students	36-38
h. Retention Policy	38
i. Alternative Schools/Programs/Settings/Adult Education	39-40
j. Review of Placement	41-42
k. Records and Reports	42-44
l. Due Process	45
m. Local Option Criteria	45
<b>Section IV-Remediation</b>	
a. Legal Authorization	46
b. State Mandatory Requirements	46
c. Local Program Development and Evaluation	46
<b>A. Appendix A-Definition of Terms</b>	53
<b>B. Appendix B-Certificate of Achievement</b>	54

**SECTION I**

**FORMAL SUBMISSION STATEMENT**

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

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

\_\_\_\_\_  
Superintendent/State Director

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**PUPIL PROGRESSION PLAN**

**LEA CONTACT INFORMATION**

LEA Contact Person (Primary) Elaine G. Davis

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If Applicable:

LEA Contact Person \_\_\_\_\_

Telephone Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

\_\_\_\_\_  
(Primary Signature)

\_\_\_\_\_  
(Date)

**Special School District  
Pupil Progression Committee of Educators  
2007-2008**

Elaine G. Davis

Michelle Sykes

Roger James, Regional Coordinator

Ruby Dixon, Educational Diagnostician

Carol Savage, Regional Coordinator

John Duplantis, Regional Coordinator

**Special School District  
Committee of Parents  
2007-2008**

Shana Rochon

Lori Stroughter

Mary Triplett

## **General Provisions for Development, Approval and Revision**

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

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

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

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

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

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

## PREFACE

The Pupil Progression Plan for Special School District for the 2007-2008 school year has been developed to insure that a continuum of appropriate learning opportunities is available to every child in the jurisdiction of the District. This pupil progression plan is a reflection of those beliefs and philosophical principles held by Special School District.

Special School District is an educational service agency administered by the Louisiana Department of Education with the approval of the Board of Elementary and Secondary Education (BESE) serving in the capacity of the governing authority. Special School District operates District #1 which serves special education students who are enrolled in facilities operated by the Office for Developmental Disabilities, Office of Mental Health and Department of Public Safety and Corrections. Special School District provides special education and related services to identified disabled individuals, ages 3 through 21, residing in state-operated residential facilities and the Department of Public Safety and Corrections.

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

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

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

It must be noted that Special School District operates the special education program in the Department of Public Safety and Corrections. Regular education programs for juveniles are housed at Bridge City Center for Youth at Bridge City, Jetson Center for Youth at Baton Rouge, and Swanson Center for Youth at Monroe and are operated by the Office of Youth Development. Special education students under the jurisdiction of Special School District in Department of Public Safety and Corrections will progress in accordance with their mastery of IEP goals and objectives. A nine weeks progress report is required. Provisions are made in the Individual Educational Program (IEP) for eligible students to receive Carnegie units for high school credits; these students are graded accordingly.

Special School District's special education and regular students in the Office of Youth Development juvenile facilities participate in the Department of Public Safety and Corrections, Office of Youth Development Pupil Progression Plan. All students who are eligible for statewide assessment or alternate assessment will participate in these activities during the 2007-2008 school year.

**Public Notice**

The SSD proposed Pupil Progression Plan for the 2007-2008 school year was posted on the Louisiana Department of Education internet website for public review and comment on August 2007, through September 2007.

The SSD proposed Pupil Progression Plan for the 2007-2008 school year was placed on the SBESE agenda which was also made available to the public prior to the actual meeting dates for the month of September ten days prior to the September SBESE meeting.

## SECTION II

### STATE REQUIREMENTS

#### **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.

## **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 4<sup>th</sup> or 8<sup>th</sup> 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 4<sup>th</sup> and 8<sup>th</sup> 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 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> 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 10<sup>th</sup> grade.
- b. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
- c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts their ability to pass the final required GEE component.

## **H. Scheduling**

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

1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.

B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.

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

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

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

C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

## **I. Grade Tampering**

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to

influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

## J. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required.
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.
  - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

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

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

### Transfer policies for students with disabilities

Districts will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who had an IEP that was in effect in another State, the local education agency shall provide such child with a free appropriate public education, including services comparable to those

described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.

- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

### **K. Limited English Proficient (LEP) Students**

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the limited English proficient student.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. No LEP student shall be retained solely because of limited English proficiency.

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.*

*(See: Louisiana District and School Administrators English Language Learners Program Handbook)*

### **L. Alternative Schools/Programs/Settings**

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.  
*Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs*
2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.

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

### **M. Review of Placement**

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; R.S. 17:24.4(G)].
2. Each Local school board may adopt policies whereby it may review promotion and placement decisions in order to ensure compliance with its local plan [Act 750; R.S. 17:24.4(G)].

### **N. Policies on Records and Reports**

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program;
  - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  - Information (or reason) for student placement (See definition of placement.);
  - Documentation of results of student participation in remedial and alternative programs;
  - Special education documents as specified in the approved IDEA-Part B, LEA application;
  - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
  - A statement regarding written notification to the parent concerning retention and due process procedures.

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

### **O. Policies on Due Process**

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

### **P. Legislative Guidelines**

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

3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].

## SECTION III

### LOCAL OPTIONS

#### **Placement Policies**

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

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

#### **Departmental Guidelines**

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

#### **Other Local Option Factors**

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

#### **A. Kindergarten Entrance and Screening**

Students will be screened using the Developmental Skills Checklist (DSC). Screening results will be used to assess the functioning level of kindergarten students, provide data for curriculum needs of these students and to monitor individual student progress within the realm of the students Individual Educational Plans.

a. Entrance Requirements

All children must be five (5) years of age on or before September 30.

b. Attendance Requirements

All Kindergarten students must be in attendance a minimum of (160) days to receive credit for that grade level. Exceptions can be made only in the event of extended personal illness verified by a physician or other extenuating circumstances approved by the Principal/contact person. Special School District does not employ a Child Welfare and Attendance Supervisor; therefore, this responsibility has been designated to the Regional Coordinator/designee by the Director of SSD #1.

c. Program of Studies

Kindergarten classes shall adhere to the following program of studies: Kindergarten classes will provide for the development of the whole child: physical, social, emotional, academic, and creative.

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

**B. Placement: Grades K-12**

**Specific Criteria for Promotion**

Kindergarten

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

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

Grade One

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

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

Grade Two

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

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

Grade Three

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

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

Upon enrollment in Special School District #1, it is strongly encouraged that the student continues instruction in the same mathematic course, he/she is taking at his home-based school.

Grade Four

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

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

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

#### Fourth Grade Student (First Time)

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

-Promoted to the 5<sup>th</sup> grade

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

-Must attend summer school

- Retakes test

- Passes test

- Promoted to the 5<sup>th</sup> grade

-Fails both tests

-Repeats 4<sup>th</sup> grade

#### (d) Fourth Grade Student (Repeater)

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

- Promoted to the 5<sup>th</sup> grade

Scores below *Basic/Approaching Basic* combination on the Spring test:

- Student must attend summer school

- Student must retake the test to be considered for promotion

- If student scores below *Basic/Approaching Basic* combination on the summer retest, student may be referred to committee for consideration for promotion to the 5<sup>th</sup> grade.

#### Grade Five

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

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

#### Grade Six

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

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

#### Grade Seven

- (a) Grading is with letter grades A, B, C, D, or F in reading, English, mathematics, spelling, science, music, social studies, health/physical education, and/or foreign language. S or U will be earned in all other subjects.
- (b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.

Grade 8

- (a) Grading is with letter grades of A, B, C, D, or F in reading, English, mathematics, spelling, science, music, social studies, health/physical education, and/or foreign language.
- (b) To be considered for promotion, students must have at least a 1.0 average with at least one (1) quality point (D) earned during the last grading period in each of the following subjects: reading, mathematics, English, science, and social studies.
- (c) Students must take and pass the state-required eighth grade LEAP and score at or above the *Basic/Approaching Basic* combination in English/Language Arts and mathematics to be promoted to the next grade level.

(d) Eighth Grade Student

Scores *Basic/Approaching Basic* or above and passes academically  
 - Promoted to the 9<sup>th</sup> grade

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

- Must attend summer school
- Retakes test
  - Passes test (*Basic/Approaching Basic*)
  - Promoted to the 9<sup>th</sup> grade

- Fails to meet the *Basic/Approaching Basic* Combination
  - Repeats 8<sup>th</sup> grade

(e) Eighth Grade Student (Repeater)

- Student may be referred to committee for consideration for promotion to the 9<sup>th</sup> grade \*

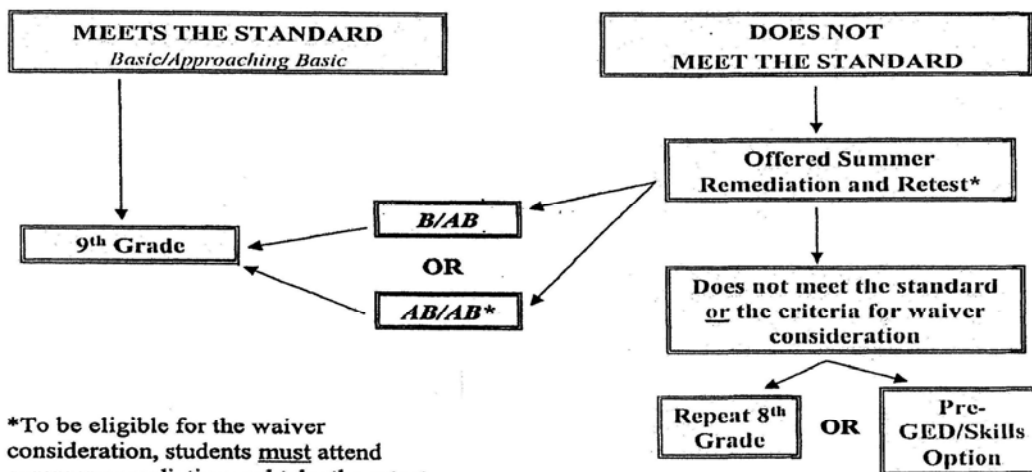
(f) Scores *Unsatisfactory* on Spring Test

- Must attend summer school
- Must retake the test
- Student may be referred to committee for consideration for promotion\*

\* If a student does **not** meet LEAP requirements after repeating the 8<sup>th</sup> grade, then that student may be promoted by committee to the 9<sup>th</sup> grade but **must** enroll in a remediation course in the area of deficiency. (Math or English) This student will not have to retake any parts of the LEAP.

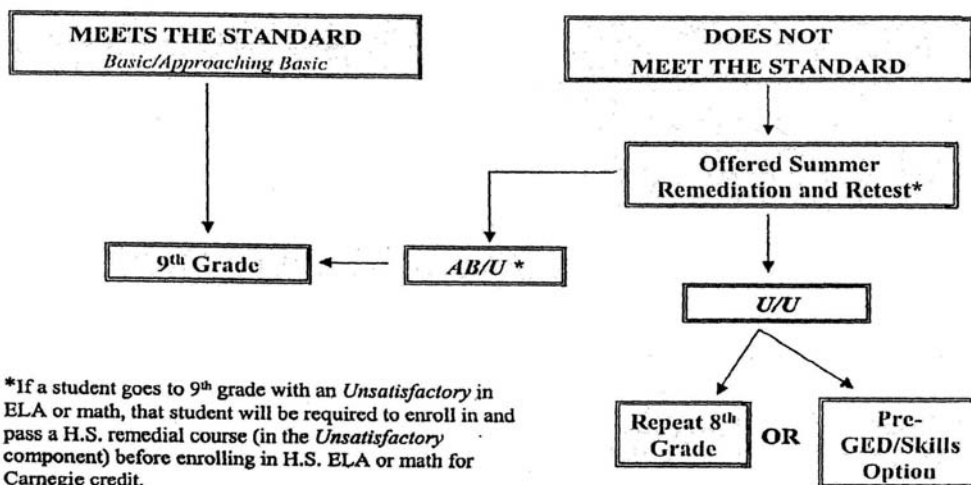
\*\* See charts attached

### Grade 8 – Initial Spring 2008



\*To be eligible for the waiver consideration, students must attend summer remediation and take the retest.

### Grade 8 – Repeaters Spring 2008



\*If a student goes to 9<sup>th</sup> grade with an *Unsatisfactory* in ELA or math, that student will be required to enroll in and pass a H.S. remedial course (in the *Unsatisfactory* component) before enrolling in H.S. ELA or math for Carnegie credit.

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

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

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

## Grades 9-12

### **MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION**

The decision to retain an 8<sup>th</sup> grade student more than once as a result of the his/her failure to score at or above the Basic/Approaching Basic achievement level in English/Language Arts and/or Mathematics on LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following: SSD will offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to students who did not take the spring LEAP test or who scored Approaching Basic and/or Unsatisfactory on the English/Language Arts and/or Mathematics component (s) on the spring tests. Students with disabilities who participate in LEAP Alternate Assessment , Level 2 (LAA II), are eligible to attend the LEAP Summer Remediation Program.

\*An eighth grade student who has repeated the entire grade may be either: 1) retained again in the 8<sup>th</sup> grade; or, 2) be offered a Pre-GED Skills Option Program.

\*If promoted without passing the failed component (E/LA or Math) on LEAP, the student must pass a high school remedial course in English/Language Arts or Mathematics before enrolling in or earning Carnegie credit for English or Mathematics.

To receive a high school diploma the student shall be required to pass the components of the GEE required by BESE.

## §2319. High School Graduation Requirements

- A. Standard Diploma
1. The 23 units required for graduation shall include 15 required units and 8 elective units; the elective units can be earned at technical colleges as provided in §2389.
- B. 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.
1. The English language arts and mathematics components of GEE shall first be administered to students in the 10<sup>th</sup> grade.
  2. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
  3. Remediation and retake opportunities will be provided for students that do not pass the test. Students shall be offered 50 hours of remediation each year in each content area they do not pass. Refer to *Bulletin 1566: Guidelines for Pupil Progression*, and the addendum */CRT Program, Regular School Year*.
  4. Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.
    - a. A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth grade student who has scored at the *Unsatisfactory* achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student
      - i. Successfully completed specially designed elective(s) for LEAP remediation;
      - ii. Scored at or above the *Basic* achievement level on those component(s) of the eighth grade LEAP for which the student previously scored at the *Unsatisfactory* achievement level.
- C. Prior to or upon the student's entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing GEE.
1. Upon their entering a school system, students transferring to any high school of an LEA shall be notified by that system of the requirement of passing GEE.
- D. 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 certain conditions. Refer to *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act*.

E. Minimum Course Requirements for High School Graduation

<b>English</b>	<b>4 units</b>
Shall be English I, II, and III, in consecutive order; and English IV or Business English.	
<b>Mathematics</b>	<b>3 units</b>
(Effective for incoming freshmen 2005-2006 and beyond.)	
All students must complete one of the following:	
<ul style="list-style-type: none"> <li>• Algebra I (1 unit) <b>or</b></li> <li>• Algebra I-Pt. 1 <b>and</b> Algebra I-Pt. 2 (2 units) <b>or</b></li> <li>• Integrated Mathematics I (1 unit)</li> </ul>	
The remaining unit(s) shall come from the following:	
Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.	
(Effective for incoming freshmen 1997-98 through 2004-2005)	
Shall be selected from the following courses and may include a maximum of 2 entry level courses (designated by E): Introductory Algebra/Geometry (E), Algebra I-Part 1 (E), Algebra I-Part 2, Integrated Mathematics I (E), Integrated Mathematics II, Integrated Mathematics III, Applied Mathematics I (E), Applied Mathematics II, Applied Mathematics III, Algebra I (E), Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics	
<b>Science</b>	<b>3 units</b>
Shall be the following:	
1 unit of Biology	
1 unit from the following physical science cluster:	
Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I	
1 unit from the following courses:	
Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the physical science cluster, or a locally initiated science elective.	
<ul style="list-style-type: none"> <li>• Students may not take both Integrated Science and Physical Science</li> <li>• Agriscience I is a prerequisite for Agriscience II and is an elective course.</li> </ul>	
<b>Social Studies</b>	<b>3 units</b>
Shall be American History, one-half unit of Civics, one-half unit of Free Enterprise; and one of the following: World History, World Geography, or Western Civilization	
<b>Health Education</b>	<b>½ unit</b>
<b>Physical Education</b>	<b>1½ units</b>
Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of four units of Physical Education may be used toward graduation.	
NOTE: The substitution of JROTC is permissible.	
<b>Electives</b>	<b>8 units</b>
<b>TOTAL</b>	<b>23 units</b>

F. High School Area of Concentration

1. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.
  - a. To complete an academic area of concentration, students shall meet the current course requirements for the Tuition Opportunity Program for Students (TOPS) Opportunity Award plus one additional Carnegie unit in mathematics, science, or social studies.
  - b. To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. The following computer/technology courses can be used to meet this requirement:

Course	Credit
Computer/Technology Literacy	1
Computer Applications or Business Computer Applications	1
Computer Architecture	1
Computer Science I, II	1 each
Computer Systems and Networking I, II	1 each
Desktop Publishing	1
Digital Graphics & Animation	½
Multimedia Presentations	½ or 1
Web Mastering or Web Design	½
Independent Study in Technology Applications	1
Word Processing	1
Telecommunications	½
Introduction to Business Computer Applications	1
Technology Education Computer Applications	1
Advanced Technical Drafting	1
Computer Electronics I, II	1 each

G. Academic Endorsement

1. Graduating seniors in 2005 and thereafter who meet the requirements for a standard diploma and satisfy the following performance indicators shall be eligible for an academic endorsement to the standard diploma:
  - a. Students shall complete the academic area of concentration.
  - b. Students shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:
    - i. One *Approaching Basic*, one *Mastery* or *Advanced*, *Basic* or above in the remaining two; or
    - ii. Two *Approaching Basic*, two *Mastery* or above.
  - c. Students shall complete one of the following requirements:
    - i. Senior Project;
    - ii. One Carnegie unit in an AP course with a score of three or higher on the AP exam;
    - iii. One Carnegie unit in an IB course with a score of four or higher on the IB exam; or
    - iv. Three college hours of non-remedial, articulated credit in mathematics, social studies, science, foreign language, or English language arts.

- d. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.
- e. Students shall achieve an ACT Composite Score of at least 23.

H. Career/Technical Endorsement

- 1. Graduating seniors in 2005 and thereafter who meet the requirements for a standard diploma and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the standard diploma:
  - a. Students shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award.
  - b. Students shall complete the career area of concentration.
  - c. Students shall pass the English language arts, mathematics, science, and social studies components of the GEE at the *Approaching Basic* level or above.
  - d. Students shall complete a minimum of 90 work hours of work-based learning experience (as defined in the DOE Diploma Endorsement Guidebook) and complete one of the following requirements:
    - i. Industry-based certification from the list of industry-based certifications approved by BESE; or
    - ii. Three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours
  - e. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award or the TOPS Tech Award.
  - f. Students shall achieve the current minimum ACT Composite Score (or SAT Equivalent) for the TOPS Opportunity Award or the TOPS Tech Award.

I. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied.

J. Each school shall follow established procedures for special requirements for high school graduation to allow each to address individual differences of all students.

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

With the exceptions noted in the Louisiana Educational Assessment Program guidelines and regulations, all students must pass the Graduation Test administered at the high school level in order to receive a high school diploma.

Attendance Requirements \*All high school students must attend 80 days each semester. Exceptions can be made only in the event of extended personal illness verified by a physician, or other extenuating circumstances approved by the Principal.

**Grading Scales/Grade Reporting**

All SSD #1 schools will adhere to the grading policy of the respective parish in which the facility is located.

Exception: All correctional facilities will adhere to the following grading scale:

90-100	A	
80-89	B	S = Satisfactory Progress U = Unsatisfactory Progress
70-79	C	N = Needs Improvement

60-69 D

Below 60 F

There shall be a minimum of nine assessments for each student during each quarter. Due to unusual circumstances, such as testing, some grading periods may be shortened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. Test items shall reflect the instructional objectives in the teacher's lesson plans based on the content standards and benchmarks. Student conduct shall not be considered when computing the quarter grade. Assessments shall only reflect academic performance. Conduct and work habits shall be considered separately and denoted accordingly on the report card. Portfolios of student work shall be accumulated and shared with parents. Parents/students will be informed of grading practices at the time of their admission to the facility. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Program Plan (IPP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). All assessments shall be fair and reasonable as determined by the Regional Coordinator or designee. At the end of each nine- week reporting period report cards/progress reports will be sent home. The teacher is responsible for completing and issuing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance in class. There may be supplementary remarks added to the report card as determined by the school.

#### Grading and Reporting Policies (K-12)

It shall be the responsibility of SSD #1 teachers to identify students who are not able to make satisfactory progress toward grade or subject level objectives. Regional Coordinators shall be responsible for having teachers prepare Report Cards that are to be sent to parents at (9) week intervals. Parents are to be notified when students are not achieving the minimum or essential skills expected at the grade or subject matter level. Early notification to parents of skill deficiencies should take place in the form of documented phone calls, progress reports and/or letters from teachers and/or principals. Such records will be provided to L.E.A.s on request, following the discharge of students.

An overall "D" average must be achieved in order to receive credit for courses taken. A student must pass the last grading period of any course taken in order to receive credit. An overall "D" average must be maintained in the last semester of a full year course in order to receive credit. Note: this does not apply to Kindergarten.

The director of SSD #1, assistant directors, regional coordinators, other teachers, or other administrative staff members of the SSD #1 schools or the Central Office staff of SSD #1 shall not attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his teacher, without just cause.

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

### **Exceptions to High Stakes Testing Policy may include:**

#### **Policy Override**

The local school system (LEA) 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 Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of the LEAP and has attended the summer remediation program offered by the LEA.
- parental consent is granted.

#### **Retention Limit**

The decision to retain a student in the 4<sup>th</sup> grade more than once as a result of his/her failure to achieve the *Basic/Approaching Basic* combination on the English/Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan.

-A student who has repeated the 4<sup>th</sup> grade and who is 12 years old on or before September 30<sup>th</sup> may be promoted according to the local Pupil Progression Plan.

#### **Appeals Process**

A school system, through its superintendent, must review student eligibility and consider granting an appeal on behalf of individual students, provided that **all** of the following criteria have been met:

-The student's highest score in English/Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.

-The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored *Approaching Basic* on LEAP.

-The student must have attended the LEAP summer remediation program.

-The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.

-The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.

-The Regional Coordinator/designee and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the *Approaching Basic* achievement level in English/Language Arts and/or Mathematics.

## **Eighth Grade**

The decision to retain an 8<sup>th</sup> grade student more than once as a result of his/her failure to score at or above the *Basic/Approaching Basic* achievement level in English/Language Arts and/or Mathematics on LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following:

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

-An 8<sup>th</sup> grade student who has repeated the entire grade may be either (1) retained again in the 8<sup>th</sup> grade; or (2) offered a Pre-GED/Skills Program.

-If promoted without passing the failed component (English/Language Arts or Mathematics) on LEAP 21, the student must pass a **high school** remedial course in English/Language Arts or mathematics before enrolling in or earning Carnegie credit for English or mathematics.

### **Function of School Building Level Committee – Promotion/Retention:**

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

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

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

**D. Progression of students participating in LEAP Alternate Assessments**

**LEAP Alternate Assessment, Level 1 Participation Criteria  
Grades 3-11**

Student \_\_\_\_\_ DOB \_\_\_\_\_ State I.D. # \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_

Only student with **the most significant cognitive disabilities** are eligible to participate in LEAP Alternate Assessment, Level 1 (LAA1 ).

**Both Parts One & Two** of this form must be completed for a student to participate in LAA 1.

**PART ONE – CIRCLE “AGREE” OR “DISAGREE” FOR EACH STATEMENT.** Documentation supporting decisions on each statement in this section **must** be dated and maintained in the student’s IEP folder.

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

**STUDENT SAFEGUARDS**

- Agree**      **Disagree** The decision for LAA 1 is not solely based on the student’s placement.
- Agree**      **Disagree** The decision for LAA 1 is not solely based on the student’s disability according to Bulletin 1508.
- Agree**      **Disagree** The decision for LAA 1 is not solely based on excessive or extended absences.
- Agree**      **Disagree** The decision for LAA 1 is not solely based on social, cultural, and/or or economic differences.

⌘ ⌘ ⌘ ⌘ ⌘ ⌘

- Agree**      **Disagree** The decision for LAA 1 is based on its anticipated impact on School Performance Scores.
- Agree**      **Disagree** The decision for LAA 1 IS AN IEP TEAM DECISION BASED ON THE NEEDS OF THE STUDENT; IT IS NOT AN ADMINISTRATIVE DECISION.

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

CONTINUE TO PART TWO ON PAGE 2

Student \_\_\_\_\_ DOB \_\_\_\_\_ State I.D. # \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_

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

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

- Profound Mental Disability       Severe Mental Disability       Moderate Mental Disability

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

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

Check only one.

- Multiple Disabilities       Traumatic Brain Injury       Autism

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

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

**Exceptionality** \_\_\_\_\_

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

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

\_\_\_ Testing in LAA 1 means my child has an instructional program that emphasized functional rather than academic skills.

\_\_\_ Testing in LAA 1 means my child is progressing toward a Certificate of Achievement. **If my child continues to participate in LAA 1, it is highly unlikely that he or she will earn a standard high school diploma.** I am aware that my child must pass all required components of the Graduation Exit Examination (GEE) and earn the required Carnegie Units in order to receive a standard high school diploma.

\_\_\_ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

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

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

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

\_\_\_\_\_ is **not eligible** for participation in LEAP Alternate Assessment, Level 1.  
(Student’s name)

THIS FORM MUST BE REVIEWED ANNUALLY.  
PAGE 2 OF 2

**LEAP ALTERNATE ASSESSMENT, LEVEL 2 PARTICIPATION CRITERIA**  
**Grades 4, 8, 10, and 11 (for 2005-2006 school year only)**

Student \_\_\_\_\_ DOB \_\_\_\_\_ State ID# \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_

*This LEAP Alternate Assessment, Level 2 (LAA2) policy, based on modified academic achievement standards, allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.*

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

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

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

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

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

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

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

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

- \_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 and **will participate** in LAA 2.
- \_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 but **will not participate** in LAA 2.
- \_\_\_\_\_ is **not eligible** for participation in LEAP Alternate Assessment, Level 2.

Copies must be provided to teacher(s), parent, and central office.  
 06/16/05

## **E. Limited English Proficient Students**

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

Instruction for Limited English Proficient students will address English as a Second Language development in Language Arts/Reading/English and other academic courses.

Placement, promotion or retention of a Limited English Proficient Student will not be based upon English proficiency or lack of it. He or she will be assigned grades based on cooperation, effort and participation in classroom assignments to the degree his English language proficiency allows.

Appropriate English as a Second Language (LEP) instructional materials will be used to correlate with state grade level standards (Refer to state adopted textbook list and ESL Curriculum Guide, Bulletin 1832)

LEP students shall be provided special language services which address their need for becoming fluent and literate in English.

LEP students shall be provided instructional programs which foster their success in math, social studies, and language arts.

The testing instrument that will be used is the Language Assessment Scales 1986.

After a period of three years, the ESL student's level in English proficiency should enable him to exit the program or be recommended for more individualized evaluations.

The English Language Development Assessment (ELDA), an annual test of English language proficiency, is administered to all LEP students in grades K-12.

## **F. Acceleration – Academically Able Students Only**

**Maximum efforts shall be exerted by the teacher, the school, and the school system in promoting maximum development of each student in his highest possible potential within the grade that the student finds himself.**

### A. Grades K-8

(1) Acceleration from one grade to the next highest grade:

After extensive evaluation by a committee of two teachers, the principal and/or Regional Coordinator/designee, the assigned supervisor, and one or both of the student's parents, a student may be accelerated if it is determined that the student will benefit more at an advanced level. The final decision remains with the principal of the school. A student can be accelerated only once, by one grade level, during grades K-8.

The following criteria will be used to determine eligibility:

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

(2) Gifted and talented program:

Children are referred to the gifted and talented program by school personnel, parents, peers or the child himself. The screening and evaluation process is conducted according to the guidelines of the State Department of Education Pupil Appraisal Handbook. If it is determined that the student is gifted or talented after the pupil appraisal team evaluation, an I.E.P. is developed and placement is made accordingly.

All gifted elementary, junior high, and high school students will be offered enrichment classes.

(B) Grades 9-12

Special School District shall follow the policies and procedures established in Bulletin 741. Early graduation will be permissible for high school students by their earning additional Carnegie units through the following programs:

(1) High School Credit

- (a) College courses for credit should be limited to students who have earned 12 or more high school units of credit toward graduation. These students shall be in attendance in at least one high school class while enrolled in college courses.
- (b) A student shall have at least a 3.0 average on a 4.0 scale for all high school courses taken. (Reference Bulletin 741 – 2.105.45)
- (c) The principal of the school must approve the advanced offering to be taken by the student in college.
- (d) The student shall have scored at least a minimum composite score of 25 on the ACT or a minimum of 28 in English or 25 in mathematics if pursuing those areas or have a SAT composite score of 1050 or have a score of 500 on the verbal or 560 on the mathematics portion of the SAT in the area to be pursued at the college level.
- (e) The student must earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- (f) The high school administrator must establish a procedure with the college to receive reports of the student's class attendance and performance at 6 or 9 week intervals.
- (g) College courses shall be counted as high school subjects for students to meet eligibility requirements in order to participate in extracurricular activities governed by voluntary state organizations.

(h) Students may participate in college courses and special programs during regular or summer sessions in accordance with Bulletin 741.

(2) Early College Admission

Prior to graduation from high school, students of high ability may be admitted to a college on a full-time basis provided that the following conditions are met:

(a) A student must have maintained a “B” or better average in all work pursued during 3 years (6 semesters) of high school.

(b) A student must have earned a minimum composite score of 25 on the ACT or a SAT score of 1050; this score must be submitted to the college.

(c) A student must be recommended by his/her high school principal.

Upon earning a minimum of 24 semester hours at the college level, and provided that the student has satisfactorily completed all BESE requirements (pertaining to curriculum in particular), the student will be eligible to receive a high school diploma.

(d) Forms provided by the State Department of Education which are completed by the college registrar, certifying that the student has earned 24 semester hours of college credit.

(e) A Certificate of High School Credits (white and pink copies)

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

(3) Correspondence Study Courses

Credit toward high school graduation may be earned through correspondence work from the General Extension Divisions of Louisiana State University and Southern University. An application to the General Extension Division for correspondence study courses must be approved by the high school principal and the director of the Bureau of Secondary Education, State Department of Education. This is the only method by which correspondence study credits acceptable to the Department of Education may be earned.

(4) Gifted and Talented Program

High school gifted and talented students are screened and evaluated in the same manner as described for elementary gifted and talented students. Gifted and talented students in grades 10, 11, and 12 are offered more academically challenging courses at their respective schools.

## **G. 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. The SBLC may be convened to determine proper placement.
  - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Regional Coordinator/designee before the student is enrolled in a special education program.
  - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
  
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.
  - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
  - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
  - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
  
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

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

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

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

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

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

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

## 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.
- SSD Pupil Appraisal staff shall review all pertinent records available on a transfer student. Further Pupil Appraisal staff shall review evaluations for validity.
- The SBLC may be convened to determine proper placement of a transfer student.

### **H. Retention Policy**

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

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

### **I. Alternative Schools/Programs/Settings and Adult Education**

#### **(Pre-GED/SKILLS) Options Program**

The Options Program is, by definition, a program that is an alternative to regular education. A student who pursues this Exit Option can receive (1) a Louisiana High School Equivalency Diploma by passing the GED Test and/or (2) a Skills Certificate by completing Certificate requirements rather than a standard Louisiana High School Diploma.

The purpose of this Exit Option for Louisiana high school students is to provide a successful path for those over-age students who cannot earn a regular high school diploma within the standard four-year

period typically allotted for students to graduate from high school. It also will provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or to pursue completion or partial completion of certification in one or several work-based skills areas begun while in the public school system.

### **Student Eligibility**

Students must be 16 years of age or older or must turn 16 years of age by the end of the year and meet one of the following criteria:

- Failed 8<sup>th</sup> grade LEAP English/Language Arts or Mathematics for one or more years;
- Failed English/Language Arts and/or Math, science or social studies portion of the GEE;
- Earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (evidence that students are two or more years behind their peers academically);
- Demonstrated limited English proficiency.

### **Program Requirements**

1. Enrollment is voluntary
2. Parental consent is necessary
3. Comprehensive guidance and counseling is provided.
4. Students take the 9<sup>th</sup> grade IOWA test every year they are enrolled in the program.
5. Students must be enrolled in both a Pre-GED/Academic and a Career/Skills component.
6. Carnegie units are not awarded for GED course.

Currently the following SSD programs offer the Pre GED Skills Options program: Central State Hospital; Eastern LA Mental Health System at Greenwell Springs; Southeast LA State Hospital; Bridge City Center for Youth; Swanson Center for Youth; Jetson Center for Youth; Leesville Residential & Employment Services (formerly Leesville Developmental Center); and New Orleans Adolescent Hospital.

### **Adult Education Instructional Programs**

Adult Correctional facilities within SSD shall provide eligible exceptional students special education and related services through the Adult Educational Instructional Program, where appropriate, using procedures outlined by Louisiana Department of Education. Further all programming must comply with all facility requirements as designated by the Department of Public Safety & Corrections.

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

Please see Pre GED Skills Options Eligibility Form on next page.

# PARENTAL/GUARDIAN AND/OR ADULT STUDENT CONSENT FORM FOR PRE-GED SKILLS/OPTION PROGRAMS

*This form must be completed to determine whether or not a student is eligible to enter a Pre-GED Skills/Option Program.*

*This section is to be completed by the District.*

Student \_\_\_\_\_ DOB \_\_\_\_\_ School District \_\_\_\_\_

**Definition:** A Pre-GED/Skills Option Program is by definition a program that is an alternative to regular education. A student who pursues this Option will, if successful, receive a Louisiana High School Equivalency Diploma and/or a Skills Certificate, rather than a standard diploma requiring 23 Carnegie units of credit. Once transferred to the Options Program, a student, either regular or special education, may be considered on a case-by-case basis to re-enter the regular program upon request by the student and the parent.

**Student Eligibility:** To enter the Pre-GED Skills/Option Program, a student must be 16 years of age or older or will turn 16 before the end of the year and meet one or more of the following criteria:

- Failed 8<sup>th</sup> grade LEAP English language arts or math for one or more years or;
- Failed English language arts, math, science, or social studies portion of the GEE or;
- Participated in Alternate Assessment (Level 1 or Level 2) or;
- Earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (is two or more years behind his peers) or;
- Exhibited limited English proficiency.

Circle "Agree" or "Disagree" for each item below.

- |    |       |          |   |
|----|-------|----------|---|
| 1. | Agree | Disagree | This student is 16 years of age or older or will turn 16 before the end of the year.  |
| 2. | Agree | Disagree | This student failed 8 <sup>th</sup> grade LEAP English language arts or math for one or more years.   |
| 3. | Agree | Disagree | This student failed English language arts, math, science, or social studies portion of GEE.   |
| 4. | Agree | Disagree | This student has participated in Alternate Assessment (Level 1 or Level 2).   |
| 5. | Agree | Disagree | This student has earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (is 2 or more years behind his peers). |
| 6. | Agree | Disagree | This student exhibits limited English proficiency.  |

*Note: For the student to be eligible for entrance into the Pre-GED Skills/Option Program, (1) the response to statement 1 must be "Agree," and at least one of the responses to statements 2, 3, 4, 5, or 6 must be "agree."*

*This section is to be completed by the parent.*

**Parental Understanding:** If my child is eligible for and participates in the Pre-GED/Skills Option Program, my initials indicate I understand the statements below. Caution: A student who enters the Pre-GED/Skills Option Program and remains in that Program is not working toward a regular high school diploma. If he/she is successful on the GED Examination, this student will earn a Louisiana Equivalency Diploma. If he/she is successful in his/her Skills Training Component, this student will earn a Certificate of Skills Completion.

- \_\_\_\_\_ If my child enters the Pre-GED/Skills Option Program, he or she will not be assessed with GEE. He or she will be assessed with the LEAP every year that he or she is enrolled in the Program to determine growth.
- \_\_\_\_\_ If my child enters the Pre-GED/Skills Option Program and remains in the Program, he or she will not earn a regular high school diploma. If successful on the GED Examination, he or she will earn a Louisiana Equivalency Diploma.
- \_\_\_\_\_ If my child enters the Pre-GED/Skills Option Program, he or she will take GED preparation courses and will be enrolled in Career Skills courses either on the high school campus, a community and technical college, or other appropriate work-based setting.
- \_\_\_\_\_ If my child enters the Pre-GED/Skills Option Program, he or she may return to the regular program of studies if he or she has shown evidence of ability to earn the Carnegie credits necessary to graduate with a regular high school diploma and within a period of time considered reasonable by the district, the parent, and the student. He/She must also take and pass the LEAP and/or GEE examinations (whichever is applicable). The student will return to the same grade in which he or she was enrolled before enrolling into the Options Program.

*Parent/Guardian and Student Signature Section*

\_\_\_\_\_  
Parental/Guardian Signature

\_\_\_\_\_  
Month/Day/Year

\_\_\_\_\_  
Student/Adult Student Signature

\_\_\_\_\_  
Month/Day/Year

## **J. Review of Placement**

### *Office Mental Health /Department of Corrections*

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

Placement decisions are based on LRE considerations, current behavior, emotional state, academic performance, long-range educational goals, and social behavior. Placement alternatives shall include hospital homebound, self-contained departmentalized and when the need is indicated, instruction in the LEA, which may take place in the regular classroom, resource room, self-contained classroom, or special school setting.

A review of placement for change resulting from a review is effective through the formal IEP review processor SBLC process. Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) Review of the IEP may be initiated at any time upon the request of the teacher, the parent/guardian/surrogate, a member of the IEP committee and/or the Regional Coordinator/designee. The IEP process in each school is reviewed periodically through internal monitoring by SSD #1 staff to assure compliance with state and federal statutes and regulations. Additional monitoring of the IEP process is provided through the State Department of Education's Office of Special Educational Services.

### *Office for Citizens with Development Disabilities*

Students in Special School District #1 OCDD state schools are promoted or retained as defined by Louisiana Act 750 (Revised Statute 17:24.4). These students are placed in the school program based on the individual education plan. Any review of that placement or change resulting from a review is affected through the formal IEP review process. Regulations for Implementation of the Children with Exceptional Children Act (R.S. 17:1941 et seq.) Any change in placement or review can only be effected through a formal IEP review process. Review of the IEP may be initiated at any time upon the request of the teacher, the parent/guardian/surrogate, members of the IEP committee or the school system.

The IEP and re-evaluation are always reviewed prior to an anticipated discharge from the OCDD facility. The IEP process in each school is reviewed periodically through internal monitoring by Special School District #1 staff to assure compliance with state and federal statutes and regulations and to ensure qualitative factors in the IEP development and review. Additional monitoring of the IEP process is provided through periodic review by the State Department of Education.

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

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

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

## 2. Individual Review Upon Request

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

## 3. Regular Monitoring

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

## **K. Records and Reports**

The Regional Coordinator/designee shall be responsible for keeping an accurate and complete record of each pupil's progress during each year that he/she is under the supervision of said Regional Coordinator/designee. The Regional Coordinator/designee must ensure the completeness, accuracy and confidentiality of these records. Records means any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, file, microfilm and microfiche.

\*The following records and reports must be maintained for each student:

- Course grades;
- Scores on Louisiana Educational Assessment Program;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reasons) for student placement (see definition of placement);
- Information on the outcome of participation in remedial and alternative programs;
- IEPs and multidisciplinary evaluations and other documents as specified in the approved Individual with Disabilities Act (IDEA) – Part with Disabilities Act (IDEA) - Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or removal of the student from a remedial program must be kept on file;
- A copy of the parent's written consent for student placement in or removal from alternative to regular placement must be kept on file;
- Documentation of the parent/guardian/surrogate'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 (as defined in the system's Pupil Progression Plan);
- Documentation of the School Building Level Committee (SBLC) procedures and actions regarding qualified handicapped students under Section 504 of the Rehabilitation Act of 1973.

## CONFIDENTIALITY AND ACCESS TO STUDENT RECORDS

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

## CONSENT FOR DISCLOSURE OF RECORDS

- A. Parental consent must be obtained before personally identifiable information regarding their child is released to anyone other than the following:
- \*Parent or competent major student,
  - \*Other school officials, including teachers, within the school system who have been determined by the Confidentiality Designee to have legitimate education interests,
  - \*Authorized representatives of the Comptroller General of the United States, the Secretary of Education, the Commissioner, the Director of the National Institute of Educational Authorities,
  - \*State and local officials or authorities to whom information is specifically required to be reported.
- B. The following procedures apply to obtaining consent and release of personally identifiable information.
1. The Confidentiality Designee who is the Regional Coordinator/designee, shall design and disseminate a form for obtaining written parental consent for release of information which includes the following:
    - a. Specifications of records to be disclosed
    - b. The purpose(s) for disclosure
    - c. The party or class of parties to whom the disclosure may be made
    - d. Period of time for which the consent is valid, not to exceed twelve (12) months
    - e. Signature of parent and date of signature
  2. When an employee of the school system receives a request for disclosure of personally identifiable information, that employee shall contact the Confidentiality Designee who shall determine whether parental consent is necessary. The Confidentiality Designee shall notify the appropriate personnel to request parental consent.
  3. If parental consent is not necessary, as in the case of the transfer of educational records from one public school system to another public school system within Louisiana, the Confidentiality Designee shall:
    - a. Notify the parents by letter at their last known address, and
    - b. Transfer the records (including IEP and multidisciplinary evaluation) to the requesting school system.
  4. If parental consent is necessary:
    - a. The appropriate release form shall be completed and signed by the parent.
    - b. A copy of the signed release form shall be maintained as part of the student's record.
    - c. A copy of the record(s) to be released shall be offered to the parent.
    - d. It may be assumed that the parent is authorized to give consent, unless the school system has been provided with a legally binding instrument, which proves to the contrary.

## STUDENT RECORDS

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

At a minimum, student records shall contain:

- a. Name, date of admission, and date of birth
- b. Name and address of parents, legal guardian and/or next of kin
- c. Sex, height, weight, color of hair, color of eyes, recent photograph and social security number\*
- d. Reason for admission or referral problem
- e. All individual evaluations that shall be on record and made available, upon request, to the authorized State Department of Education personnel for review with appropriate identification
- f. Language or means of communication spoken or understood
- g. A cumulative record of the student's progress through the curriculum with provisions made for this record to follow the student if he/she were to transfer (including the Louisiana Educational Assessment Program Test results).
- h. Accident reports, seizures and illnesses\*
- i. Behavioral incidents
- j. Attendance records
- k. Anecdotal notes
- l. Annual physical to include thorough vision and hearing examination. This is absolutely necessary if the student participates in athletics\*
- m. Media releases\*
- n. Psychological evaluations\*
- o. Social summaries\*
- p. Individualized Education Program
  1. Established by an interdisciplinary team in accordance with Public Law 101-476
  2. A statement of the present level of educational performance
  3. A statement of annual goals, including short-term instructional objectives
  4. A statement of the specific educational services to be provided to each student and the extent to which each student will be able to participate in regular education programs
  5. The projected date for initiation and anticipated duration of such services
  6. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, if instructional objectives are being achieved.
- q. All immunizations given in accordance with State Department of Public Health shall be recorded on a cumulative health record of each student.\*

### **\*Available in facility records.**

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

## **L. Due Process**

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian or surrogate parent of a student in Special School District. Principals/Regional Coordinators and /or contact persons will consider the request or refer the matter to the SBLC when appropriate. The decision will be communicated to the parents by means of a written and oral explanation. Parents may appeal the decision to the State Director of SSD #1 or his designee who will make a final decision. Such requests must be in writing and contain evidence to be considered. In order to comply with Chapter 5 of the Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.) in the case of the student with a Disability, in no instance will these procedures contradict the due process procedures as described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA Application.

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

## **M. Local Option Criteria - Additional**

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

# SECTION IV REMEDICATION

## 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 4<sup>th</sup> and 8<sup>th</sup> 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 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the "Approaching Basic" level on the LEAP Science and Social Studies tests.

### Local Program Development and Evaluation

#### I. School Year Remediation

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.

A. PROGRAM OBJECTIVES:

As a result of remediation of students not meeting the state cut-off scores on each deficient skill tested, the following objectives will be realized:

1. By May 2008, 75% of the eligible students in grades 4 and 8 who failed to score at the *Basic/Approaching Basic* combination level of proficiency and were retained will score at the *Approaching Basic* level in Language Arts and Mathematics as measured by the State administered LEAP.
2. By May 2008, 75% of eligible student who did not attain the State Performance Standard on the Graduation Exit Exam and who were remediated during the 2005-2006 school session will attain the state performance standard.

B. PROGRAM DESCRIPTION

1. Student Selection Criteria

- a. All students, including identified disabled students in grades 4 and 8 who did not attain the state performance standard in Language Arts and Mathematics will be eligible for remediation.
- b. All students, including identified disabled students who did not attain the state performance standard on the Graduation Test will be eligible for remediation.
- c. Beginning in the Summer of 2002, remediation in the form of summer school shall be provided to students who score at the *Basic/Approaching Basic* combination level on LEAP English/Language Arts or Mathematics tests. Students with disabilities who participate in LEAP Alternate Assessments, Level 2 (LAA II), are eligible to attend LEAP Summer Remediation Program. SSD shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English/Language Arts and Mathematics at no cost to student who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English/Language Arts and/or Mathematics component(s) on the spring tests.

2. Pupil-Teacher Ratio

- a. Pupil-teacher ratio will not exceed Bulletin 741 limits.

3. Instructional Time

- a. In grades 4 and 8, remediation will be daily with time limits being appropriate to deficits, group size, and consideration of additional support.
- b. For the graduation test, students in need of remediation will receive remediation in the regular classroom with a paraprofessional under the supervision of the classroom teacher. If a paraprofessional is not available, the student will be remediated on an individual basis with monitoring by the teacher.

4. Selection Criteria for Teacher and/or Paraprofessional

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

5. Materials and Methodology to be used

Revised 2007-2008

- a. Instruction will be based on student deficits as identified on the State Language Arts, Math, Science, and Social Studies CRT's for grades 4 and 8 and for deficits as identified on the graduation test.
  - b. Comprehensive Curriculum and Grade Level Expectations (GLE's) will be used in planning instruction for grades 4 and 8, and Graduation Test.
  - c. Individualized instruction will be used to meet the individual needs of each student requiring remediation. This will be accomplished through in class grouping, pullouts of individuals and small groups.
  - d. Particular attention will be given to addressing the different learning styles of each student.
  - e. Computer assisted instruction will be used for remediation as well as for maintenance of achieved grade appropriate skills.
  - f. The content of the course will be determined by the needs of the students and based upon the required skills in the State Curriculum Guides in Language Arts, mathematics, science, and social studies.
6. Documentation of Student's and Parent's Refusal to Accept Remediation
- a. A "Refusal of Remediation" form will be signed by any parent who refuses to allow student participation in remediation.

#### C . COORDINATION WITH OTHER STATE, FEDERAL, AND LOCAL FUNDS

1. At the local school, the regular classroom and special education teacher will have the primary responsibility for the remediation of identified students. In addition, students will also receive assistance from Title I Learning Center teachers, aides and migrant tutors and aides.
2. All teachers, regular and special education, of students who receive remediation, will coordinate the instructional effort through conferences, exchange of lesson plans, test results, student profile sheets and other records on a weekly basis.
3. The coordination of effort will be documented and this documentation will be the responsibility of the remediation teacher both regular education and special education.

#### D . EVALUATION PLAN

1. Evaluation of the remedial program will be done by the system's evaluator who is Board approved.
2. Seventy-five percent (75%) of the students who failed and were promoted to grades 3 and 7 will score 75% mastery in Language Arts and/or Mathematics when tested with a locally or regionally developed CRT.
3. Seventy-five percent (75%) of the students in grades 4 and 8 who failed to score at the Approaching Basic level and were retained will score at the Approaching Basic level in Language Arts and Math as measured by the State administered CRT's.
4. Students will be tested after each deficient skill is re-taught.
5. Seventy-five percent (75%) of the eligible students who did not attain the state performance standard on the Graduation Test and were remediated during the 2005-2006 school session will attain the state performance standard.
6. Note: many students who are enrolled in SSD programs are usually enrolled for varying lengths of stay. Seldom do students remain at one facility for an extended period of time longitudinal data can be attained to measure the results of remediation.

**Revised 2007-2008**

## II. Summer Remediation Program

1. The intent of remedial educational program 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 Board Policy).
2. Beginning in the summer of 2006, remediation in the form of summer school shall be provided to both fourth and eighth grade students who score at the "Approaching Basic" or "Unsatisfactory" level on the LEAP English Language Arts and/or Mathematics tests. Summer remediation shall consist of a minimum of 50 hours of instruction per subject.
3. LEAP Summer Remediation – Summer School Attendance Policy  
In accordance with the pupil progression plan for Special School District, LEAP summer remediation is outlined for fourth and eighth grade students as follows: Fourth grade students who do not meet the Basic/Approaching Basic combination requirement **must** attend summer remediation and re-take the test to be considered for promotion. All eighth grade students who score Basic/Approaching Basic **must** attend summer remediation and re-take the test to be considered for promotion or take courses for credit at the high school level. A student **must** attend a minimum of forty (40) hours of instruction to constitute attendance. A student must meet attendance requirements in order to be eligible for overrides or appeals. Students who choose **not** to attend are **not** eligible for certain promotion considerations.
4. Remediation shall be provided to students who score at the "Unsatisfactory" level on the LEAP Science and Social Studies tests. Remediation shall be provided to students who score at the Approaching Basic Level on the LEAP science and social studies tests. Remediation is recommended for students who score at the approaching Basic Level on the LEAP science and social studies tests.

## III. GEE Remediation

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

### A. Program Objective

1. To provide instruction in a setting that accommodates the unique learning style of each student without the effects of labeling or the influence of disability.
2. To provide remediation for students who do not meet criteria for promotion as outlined in LEAP.
3. all students receiving remediation in LEAP as well as GEE will demonstrate growth in deficient areas by achieving performance standard on the LEAP re-test if still enrolled in Special School District at the time of testing.
4. Remediation is recommended for fourth and eighth grade students who score at the "Approaching Basic" level on the LEAP Science or Social Studies tests.

### B. Program Description

Beyond the goal of student achievement in grade appropriate skills, additional goals give students achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B).

Revised 2007-2008

1. Student Selection Criteria
    - a. Any public elementary or secondary student, including an exceptional student including an exceptional student participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the state criterion-referenced tests, shall be provided remedial education (R.S.17:397
    - b. The failure of Special education 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 (Board Policy).
  2. Pupil Teacher Ratio  
Pupil teacher ration for exceptional students in remediation classes shall adhere to guidelines as set forth in Bulletin 741 and 1706.
- C. Instructional Time
1. For the Graduation Exit Examination (GEE), remediation shall be provided in English, Language Arts, Mathematics, Science, and Social Studies. Students shall be offered 50 hours of remediation in each content area they do not pass.
  2. Beginning in the summer of 2006, remediation in the form of summer school shall be provided to both fourth and eighth grade students who score at the “Approaching Basic” or “unsatisfactory” level on the LEAP English, Language Arts and/or Mathematics tests. Summer Remediation shall consist of a minimum of 50 hours of instruction per subject.
  3. Remediation shall be provided to students who score at the “unsatisfactory” level on the LEAP Science and Social Studies tests.
  4. Remediation is recommended for fourth and eighth grade students who score at the “Approaching Basic” level on the LEAP Science or Social Studies tests.
  5. Instruction shall include but not be limited to the philosophy, the methods, and the materials included in local curricula that are based upon State Content Standards in mathematics, English language arts, science and social studies (Board Policy 3.01.08).
  6. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program (Board Policy).
  7. Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student needs (R.S. 17:395.E).
- D. Selection Criteria for Teachers and Paraprofessionals
1. Teachers participating in the LEAP remediation program will have regular and/or special education Louisiana certification in the appropriate areas and be qualified in the area of remediation.
  2. Paraprofessionals must have all of the following qualifications:
    - a. must be at least 20 years of age;
    - b. must possess a high school diploma or its equivalent; and
    - c. must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student [R.S. 17:398(A) and Board Policy].

Revised 2007-2008

#### E. Material and Methodology

1. The Remedial Education Student Profile for the LEAP/Graduation Exit Examination, provided by the LDE shall be used by the local school system for providing remediation for each eligible student (Board Policy).
2. Instruction shall include but not be limited to the philosophy, the methods, and the materials included in local curricula that are based upon State Content Standards in mathematics, English language arts, science and social studies (Board Policy 3.01.08).
3. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regarding program (Board Policy).
4. Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student need (R.S. 17:395.E.)
5. Prior to the beginning of this program, all personnel involved in the remedial instruction will receive in-service training in the use of the curriculum guides for instructional activities, documentation of instructional time and coordination of instructional effects. Remedial instruction will be coordinated with all instruction. Students shall reassessed periodically for maintenance of skills.

- F. Documentation of Students' and/or Parents' Refusals to Accept Remediation Students who refuse to accept remediation must sign an affidavit stating their refusal. The affidavit must also be signed by the student's parent or guardian.

#### III. Coordination with other State, Federal, and Local Funds

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

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

#### IV. Evaluation Plan

The LEAP and GEE remediation program in Special School District #1 will be evaluated in accordance with BESE standards. An annual evaluation using the approved State Department guidelines shall be submitted to the State Superintendent by June 15 of each year.

Individual profile sheets will be developed for each eligible student. These profile sheets will identify skill area deficiencies based upon data obtained from the LEAP Individual Student Reports. Teachers' lesson plans will reflect remediation instructional activities.

Annually prior to October 15 each school system shall report to the public the results of its efforts to provide a remedial education program and the results of the monitoring review submitted by the state superintendent (BESE policy).

**Revised 2007-2008**

**Waiver Request  
Foreign Language Program**

## APPENDIX A DEFINITION OF TERMS

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

### **A. STATE TERMS**

1. Acceleration – Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted students’ as identified according to Bulletin 1508.
2. Alternate Assessment – Alternative to Regular Placement-placement of students in programs not required to address the State Content Standards. The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. Content Standards – Statements of what we expect students to know and be able to do in various content areas.
4. LEAP Summer Remediation – The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English/Language Arts, or Mathematics.
5. Louisiana Educational Assessment Program (LEAP) – The state’s testing program that includes the grades 3, 5, 6,7 and 9 Louisiana Norm-Referenced Testing Program; the grades 4 and 8 Criterion-Referenced Testing Program including English/Language Arts, mathematics, social studies and science and the Graduation Exit Examination (English/Language Arts, mathematics, written composition, science and social studies).
6. Promotion – A pupil’s placement from a lower to a higher grade based on local and state criteria contained in these guidelines.
7. Pupil Progression Plan – “The Comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.”
8. Regular Placement – The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
9. Remedial Programs – Programs designed to assist students including identified exceptional and Non/Limit English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
10. Remediation – See Remedial Programs.
11. Retention – Non-promotion of a pupil from a lower to a higher grade.

### **B. LOCAL TERMS**

1. The definition of terms used in a local school system plan must be clearly defined for use as the basis for interpretation of the components of the plan.

**Revised 2007-2008**

## APPENDIX B

### CERTIFICATE OF ACHIEVEMENT

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

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

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

1. Eligible student are those:
  - a. who have disabilities under the mandate criteria;
  - b. who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school year as documented in the IEP;
  - c. who were enrolled in grades 6, 7, 8, 9, 10, or 11 during the 1998-99 school year; and
  - d. who their IEP team determined did not meet the LEAP Alternate Assessment Participation Criteria.
  - e. or
    - i. who participated in LAA in the Spring 2002 or Spring 2003;
    - ii. who are disabled under the mandated criteria;
    - iii. who participated in LEAP Alternate Assessment in their first or third years of high school; and
    - iv. whose IEP team determined would not be eligible to participate in alternate assessment under the revised LEAP Alternate Assessment Participation Criteria.
2. Eligible students shall meet the Provisional Eligibility Criteria listed below to be awarded a Certificate of Achievement. The receipt of a Certificate of Achievement shall not limit a student’s continuous eligibility for services under these Regulations unless the student has reached the age of twenty-two.
  - a. The student has participated in general district and statewide assessments, including all components of the Graduation Exit Examination (GEE).
    - i. If the student has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.
    - ii. If the student will not retake that component of the GEE, GEE remediation will not be provided.
    - iii. If the student will retake that component of the GEE, the student will be provided GEE remediation.
  - b. The student has completed at least twelve years of school or has reached the age of twenty-two (not to include student younger than sixteen).