



St. Martin Parish Pupil Progression Plan 2010-2011



Submitted to: Louisiana Department of Education

Superintendent of Schools: Richard Lavergne

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SECTION I

FORMAL SUBMISSION STATEMENT

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Gail A. Dalcourt

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If Applicable:

LEA Contact Person (Secondary) Angela McFaul

Telephone Number (337) 332-2105 Ext. 3014

E-mail Address angela_mcfaul@stmartin.k12.la.us

(Primary Signature)

(Date)

**St. Martin Parish School System
Pupil Progression Committee of Educators
2010 – 2011**

Breaux Bridge Area Schools

Pennye Huval – Principal, Breaux Bridge Primary
Jackie Tauzin – Curriculum Coordinator, Breaux Bridge Primary
Kelly Breaux – Reading Facilitator, Breaux Bridge Primary
Katrina Williams – Principal, Breaux Bridge Elementary
Denise Frederick – Principal, Breaux Bridge Junior High
Kara Meaux – Principal, Breaux Bridge High School
Melissa Mistrot – Counselor, Breaux Bridge High School
CJ Caldwell - Counselor, Breaux Bridge High School

Cecilia Area Schools

Laura Huggins – Reading and Math Facilitator, Cecilia Primary School
Kellie LeBlanc – Teacher, Cecilia Primary School
Dianetta Young – Principal, Cecilia Junior High School
Margie Shepard – Teacher, Cecilia Junior High
Michael Box – Speech Therapist, Cecilia Junior High
Debra Thompson – RTI Coordinator, Cecilia Junior High
Anthony Polotzola – Principal, Cecilia High School
Arlene Angelle – Counselor, Cecilia High School
Pattie Guidry – Principal, Teche Elementary
Rhea Angelle – Curriculum Coordinator, Teche Elementary
Wanda Guidry – Principal, Cecilia Primary

Parks Area Schools

Bonnie Thibodeaux – Principal, Parks Primary School
Sonya Broussard – Curriculum Coordinator, Parks Primary School
Louis Blanchard – Internship, Parks Primary
Jade Thomas – Teacher, Parks Middle School

St. Martinville Area Schools

Annette Baudoin, - Principal, Catahoula Elementary
Charee Theriot – Principal, St. Martinville Primary
Marguerite Yongue – Teacher, St. Martinville Primary
Millie LeBlanc – Curriculum Coordinator, St. Martinville Primary
Frederick Wiltz – Principal, St. Martinville Junior High School
Byron Staton – Assistant Principal, St. Martinville Junior High School
Michael Creamer – Principal, St. Martinville Senior High School
John Lemaire – Counselor, St. Martinville Senior High
Susan Choate – Counselor, St. Martinville Senior High
Jessica Landry – Principal, Early Learning Center

Julie Stelly – Teacher, Early Learning Center
Denise Clay - Teacher, Early Learning Center
Karla Courville - Teacher, Early Learning Center

Stephensville Area School

Dr. Daniel Rawls – Principal, Stephensville Elementary

Coordinators/Directors/Supervisors

Allen Blanchard – Supervisor of Elementary Education
Malcolm Calais – Title I Math Supervisor
Gail Dalcourt – Director of Curriculum and Instruction
Peggy Feehan – Foreign Language Coordinator
William Greig – Supervisor of Secondary Education
Leah Hebert – Elementary Special Education Supervisor
Ray Latiolais – Title I Reading Supervisor
Ron LeBlanc – Director of Operations
Redell Louis – Supervisor of Technology and Libraries
Bridget Lovvorn – Supervisor of Special Education
Angela McFaul – Early Childhood Supervisor
Lottie Beebe – Director of Human Resources
Brenda Courville - Supervisor of Human Resources
Ron LeBlanc – Supervisor of Operations
Bridget Bergeron – District RTI Coordinator
Mozella Gonsoulin – Supervisor of Child Welfare and Attendance
Khristy Hulin – Safe and Drug Free Schools Coordinator, JCEP
Mary Journet – Truancy
Linda Landry - Coordinator, JCEP/PAC
Christine Foster – Technology Facilitator

General Provisions for Development, Approval, and Revision of St. Martin Parish Pupil Progression Plan

In accordance with the mandates of *Bulletin 1566*, a committee of educators was selected to review and revise the St. Martin Parish Pupil Progression Plan to reflect all applicable policies and standards of *Bulletin 741 and 1706*, with all applicable federal, state and local regulations. The committee consisted of personnel required by *Bulletin 1566* and those appointed by the superintendent.

The function of the committee was to develop and revise as needed the Pupil Progression Plan in collaboration with the Committee of Parents. The actions of the committee included the following:

- a. Studying the documents and guidelines to determine the responsibilities of the committee.
- 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 superintendent and the staff for a review of the plan.
- f. Reviewing and making the revisions as necessary.
- g. Presenting a final plan to the superintendent and to the St. Martin Parish School Board for adoption.

Principals were asked to submit names of parents who would serve as representatives on the Committee of Parents. 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. The actions of the committee included the following:

- a. Studying the guidelines of *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 by the Committee of Educators.
- d. Consulting other parents to obtain their position on issues.
- e. Providing input into areas of the Pupil Progression Plan.

Official documentation of the public meeting was advertised in the local news paper, *The Teche News*. A record of all public meetings and the official sign-in sheets for the Committee of Educators and Committee of Parents are on file in the office of the St. Martin Parish Director of Curriculum and Instruction.

The approved revisions, as recommended and agreed upon by the committee members, are documented in the minutes of the May 6, 2009 and July 1, 2009 St. Martin Parish School Board meetings.

PUBLIC NOTICE

The St. Martin Parish School Board will adopt the Pupil Progression Plan for the 2010-2011 school session at its regular meeting on June 2, 2010. The meeting is open to the general public and will be held at 5:00 pm at the Instructional Center, 111 Courville Street, Breaux Bridge, LA.

The plan will be presented for review at the Pupil Progression Plan Meeting on May 4, 2010 at 1:30 p.m. at the Instructional Center, 111 Courville Street, Breaux Bridge, LA. All interested individuals are welcome to attend.

Once adopted, the Plan shall be submitted to the State Board of Elementary and Secondary Education for approval pursuant to Act 750.

ST. MARTIN PARISH SCHOOL BOARD

4/14/10, 4/21/10, 4/28/10

SECTION II

STATEWIDE MANDATORY CRITERIA

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

Placement and Retention Policies

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

High Stakes Testing Policy

In developing the LEA's Pupil Progression Plan, refer to the current High Stakes Testing Policy (Bulletin 1566) revised March 2010.

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: (Bulletin 741 §1107 B.)
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

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 criteria for placement. (Bulletin 741 §325 C.)

C. Attendance Policy

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days) per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present 94% of the required time listed in §907. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year. (Bulletin 741 §1103)

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

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

E. Elementary Program of Studies Requirements

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

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: (Bulletin 741 §907)

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.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
6. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A. 2.)

G. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741(revised 2010).
2. A high school diploma cannot be denied to a student who meets the minimum state graduation requirements. (Bulletin 741 §2313)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - Students who entered the ninth grade prior to 2008-2009,
 - Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year, who scored at least at the *Approaching Basic* level on either the English language arts or mathematics component of the eighth grade LEAP test, and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled, may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scale for course work required for completion of the eighth grade.
 - Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - A student must participate in a dropout prevention and mentoring program during his first year in high school as approved by the BESE. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
 - An academic catch-up component to address all the area(s) of student deficiency,

- An adult mentoring component with an emphasis on workforce awareness and readiness,
 - A work awareness and work readiness skills component, and
 - A work-based learning component, such as job shadowing/job exploration/paid internships.
- Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
 6. All ninth graders in the College and Career Diploma will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student with parental permission may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
 7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - Incoming freshmen prior to 2010-2011 must pass the English language arts and mathematics components of the GEE or LAA2 and either the science or social studies components of the GEE or LAA2 to earn a high school diploma.
 - Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2 if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - English II or English III
 - Algebra I or Geometry
 - Biology or American History
 - Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly

impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Any student entering the ninth grade having scored *Unsatisfactory* in math or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject (English language arts or mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

H. Scheduling

- A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 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, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 2. Each student's IGP 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 IGP 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.
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the

central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

J. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)

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.

- IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
- IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §§305 through 307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through 324. (Note: refer to Bulletin 1706 §323)
- The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three-through-five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

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 (R.S. 17:24.4(G)).
2. Each Local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4(G)).

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. (Bulletin 741 §703)

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 ensure 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 (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).

SECTION III

LOCAL OPTIONS

Placement Policies

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

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

Departmental Guidelines

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

Other Local Option Factors

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

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

Do not delete any questions or leave questions unanswered.

A. Kindergarten Entrance and Screening

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

[Only those students who have attained the age of five \(5\) on or before September 30th of that year may enter kindergarten. Only those students who have attained the age of six \(6\) on or before September 30th of that year may enter grade one.](#)

[All students entering kindergarten will be administered the Brigance K and 1 Screen by Curriculum Associates, Inc. The results of the screening shall be used in placing](#)

students within the regular kindergarten setting and planning their instructional programs to meet identified needs. The results of the screening shall not be used to exclude any child who meets the age requirements from entering kindergarten and shall be used only for planning instruction and not for ability grouping purposes.

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

St. Martin Parish does not recommend screening students for the gifted program in kindergarten as students must score 2 standard deviations above the norm. The recommendation for screening begins at grade one.

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

All students entering first grade shall meet one of the following criteria:

- Have successfully completed a public or private kindergarten program for a full day for a full year, or
- Satisfactorily passed an academic readiness screening administered by the school at the time of enrollment in first grade.

Students entering first grade who have not attended kindergarten must meet the same criteria as students who have successfully completed kindergarten. Such students will be administered the St. Martin Parish Kindergarten Assessment and the Checklist of Skills. A score of 70% on both is required for placement in grade one. Should the student score below 70%, placement shall be recommended at the kindergarten level. The final decision will be made by the SBLC and the principal in consultation with the parents.

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

The criteria and screening instruments used for students from out of state entering first grade in St. Martin Parish who have not meet the requirements for kindergarten attendance are the same as for students entering first grade without attending a full-day public or private kindergarten for a full academic year. Students will be administered the St. Martin Parish Kindergarten Assessment and the Checklist of Skills. A score of 70% on both is required for placement in grade one. Should the student score below 70%, placement shall be recommended at the kindergarten level. The final decision will be made by the principal in consultation with the parents.

B. Placement: Grades K-12

1. List detailed and specific LEA course requirements, Carnegie unit requirements or other factors used for promotion by grade level (K – 12). If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

Each teacher shall, on an individual basis, determine promotion of each student based upon the criteria established in these guidelines.

(1) KINDERGARTEN: To be promoted from kindergarten, the student should:

- Show evidence and ongoing development of knowledge of learned skills, as documented by work samples and anecdotal notes in portfolio and as noted on the Kindergarten Skills Checklist.
- Meet attendance requirements.
- Parish Assessments may be used to support decisions made for promotion or retention.

(2) GRADES 1-3: To be promoted the student must:

- Achieve a minimum D (1.0) average in reading and math.
- Meet attendance requirements
- Achieve satisfactory progress on the reading program assessment by reaching the following minimum reading levels:
 1. Grade 1 should reach Level 4 in Roots or complete the Grade 1 series in the current adopted basal
 2. Grade 2 should complete 2.1
 3. Grade 3 should complete 3.1
- * A school may opt to administer an Independent Reading Inventory (IRI) to obtain additional assessment information.

(3) GRADES 4-6: To be promoted the student must:

- Achieve a minimum D (1.0) average in at least four major subjects, two of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical education, spelling, art and music are to be considered minor subjects.
- Meet attendance requirements

- Achieve satisfactory progress on the reading program assessment by reaching the following reading levels:
 - (a) Grade 4 - should complete the fourth reader
 - (b) Grade 5 - should complete the fifth reader
 - (c) Grade 6 - should complete the sixth reader
- Achieve the state mandated proficiency level of *Basic/Approaching Basic* combination on the grade 4 LEAP in the areas of English language arts and mathematics.

(4) GRADES 7-8: To be promoted the student must:

- Successfully pass 4 of the 5 major subjects which must include reading, English, and math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects.
- Students who have been retained one or more times may be enrolled in major subject areas courses in the next grade level, and in grade 8 may be allowed to enroll in elective courses for Carnegie units at the high school level. The placement decision is to be made by the School Building Level Committee and the principal.
- Meet attendance requirements – Students with ten or more excused absences during a nine week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.
- Achieve the minimum reading levels listed below:
 - Grade 7 - should complete the seventh reader
 - Grade 8 - should complete the eighth reader
- Achieve the state mandated proficiency level of *Basic/Approaching Basic* combination on the LEAP in grade 8 in the areas of language arts and mathematics. NOTE: For students in grades 1-8 who participate in alternate assessment, the basal reader reading level requirement will not apply.
- Specific promotional criteria will be developed for each of the programs as warranted. Parents will be notified at the school level as to the specific promotion criteria required for their child, determined by the program in which they are participating.

(5) GRADES 9-12

- At grade levels 9, 10, 11, and 12, the end of course grade is obtained by averaging the two nine weeks (semester) grades. To obtain credit in a course, the average of the two nine weeks grades must average at least one quality point. The semester grades will be indicated by the mid-point of the course (the end of the first nine weeks period).
- Grade classification is as follows:

0 - 4 credits	Freshmen	9th grade
5 - 10 credits	Sophomore	10th grade
11- 17 credits	Junior	11th grade
18 - 23/24 credits	Senior	12th grade

Grade reclassification according to Carnegie units will be updated at the completion of each school year. Students may recover failed credits through the St. Martin Parish Credit Recovery Program offered at their attending high school. The St. Martin Parish Credit Recovery Program adheres to the State guidelines for credit recovery as listed in *Bulletin 741: Louisiana's Handbook for School Administrators*. To recover Carnegie credits, each student must pass a comprehensive final exam approved by the Louisiana Department of Education with a score of 70% in each content area in which they are seeking to recover credit.

In addition to completing a minimum of 27 Carnegie units of credit, the student shall also be required to pass the Grade 10 English Language Arts and Mathematics and either the Grade 11 Science or Social Studies portions of the Graduation Exit Exam (GEE) beginning in 2001-02 and thereafter. Students on the 4 x 4 block schedule will take English IV during their senior year only.

- Students must meet attendance requirements.
 - Students with eight or more excused absences during the eighteen week period for 4 X 4 block will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an (I) remain on the report card for more than one grading period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

(6) LIMITED ENGLISH PROFICIENT STUDENTS GRADES K-12

Promotion or retention shall not be based on English proficiency or lack of it. Promotion shall be based on grades awarded according to the criteria listed in Section B, part (c) Limited English Proficient, bullets 2-5.

(7) MULTISENSORY STRUCTURED LANGUAGE PROGRAMS

Any student who receives instruction in a multi-sensory structured program should receive grades derived from that program in combination with the

basal program for promotion. Training will be provided for schools in an approved multi-sensory program including Project Read or Language!.

(8) EXTENUATING CIRCUMSTANCES

In cases of extenuating circumstances, students in grades K-8 not meeting all promotional criteria may be placed at the next grade level on the recommendation of a School Building Level Committee and the principal. Extenuating circumstances include, but are not limited to, two or more retentions and age considerations (2 years older than normal age for that grade level). Exceptions for students in grades 4 and 8 must adhere to the LEAP requirements.

(9) SUMMER SCHOOL

Students not meeting the promotion criteria during the regular school year are eligible to attend a state approved summer school for promotional purposes. The students must meet the same promotion criteria established for students during the regular school year. In grades 1-8, the final decision as to promotion shall be made by the SBLC and the principal prior to the beginning of the next school year. Students who failed to achieve the *Basic/Approaching Basic* Combination at Grade 4 and Grade 8 on the LEAP shall be offered a summer program for remediation in the specific area(s) needed as well as retesting opportunities at the conclusion of the course.

In grades 9-12, students may earn one Carnegie unit of credit for whole credit courses and may only earn 1/2 unit of credit in those courses deemed 1/2 credit courses (such as Civics, Free Enterprise, and LEAP Remediation courses). Although a student may have earned 1/2 unit of credit for a full credit course, the students will be required to repeat the entire course. Students will receive credit only once for any course work repeated and passed. The permanent grade for record purposes shall be the highest passing grade earned. A student will be reclassified to the next grade level upon successful completion of summer school if this credit allows the student to meet regular promotion requirements. All students with disabilities should receive services along with regular education students in summer programs, with special supports provided as needed.

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

No student shall be denied one half unit of credit for any course for which that student has a passing grade for a semester. However, high school students attending schools operating in a 4 X 4 block schedule will be required to reschedule the entire course, even if they have passed one semester. For courses in which a full credit is to be awarded, the final grade is determined by quality point averaging of the two semester grades. For full credit to be awarded, the average of the two semester grades must be at least one quality point. However, if the second semester grade is "F", the student is not eligible for a full credit even though the average for the two

semester grades is one quality point. For example, if the student passes the first semester with a grade of "C" or better and fails the second semester, that student can only be eligible for one half unit of credit, and must repeat the entire course before a full credit is awarded.

However, if the student fails the first semester but passes the second semester with a grade of "C" or better, the student will receive a full unit of credit for the course. A student cannot receive more than one full credit for a one Carnegie unit course.

3. List the LEA's grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school.

Primary, elementary, middle and junior high schools will move from a six week grading period to a nine week grading period beginning with the 2009-2010 school session. Progress reports will be issued every third (3rd) and sixth (6th) week of each grading period with report cards issued on the ninth (9th) week of the grading period.

Non-teaching school personnel shall not attempt, directly or indirectly, to influence a student's grade unless it is determined that the grade is in error or that the grade is demonstrably inconsistent with the teacher's grading. It is, however, the responsibility of the administrators and supervisory staff to ensure that all grading policies are being followed and enforced in an equitable and fair manner.

(a) KINDERGARTEN

Kindergarten student progress will be recorded on a Kindergarten Skills Checklist which will be maintained on each student. In lieu of grades, a rubric with designated indicators will be used for recording purposes. Portfolios and anecdotal notes shall be maintained as documentation of progress in all areas of development. Reports to parents shall indicate progress in areas addressed that nine weeks period.

(b) GRADES 1-12

- (1) Numerical grades in the form of raw scores are to be recorded in the grade book. (Raw score is defined as the total number of points scored out of the total number of possible points). The average for the nine week period is to be determined by adding the raw scores and dividing by the total number of possible points. The average is to be converted to a letter grade and entered as a letter grade on the report card. Semester and final grades are to be determined by averaging the letter grades issued for each grading period.

In certain cases where a numerical raw score may not be an appropriate form of grading, the teacher may opt to enter letter grades in lieu of

numerical grades. Such cases include: written composition, written and oral reports, and projects.

It is not necessary that the required grades per nine weeks periods be of equal weight (exact number of points), however, the points awarded for each grade should be of similar value.

Progress reports will be printed and sent home to parents on the fourth(4th) week of each nine week grading period.

- (2) For grades 1-12, letter grades of A, B, C, D, or F will be awarded according to the following standard:

A = 90 - 100	4 pts.	Excellent
B = 80 - 89	3 pts.	Above Average
C = 70 - 79	2 pts.	Average
D = 60 - 69	1 pts.	Below Average
F = 59 or Below	0 pts.	Failure

In grades 1-12, the basis for averaging marks shall be as follows:

A = 4.0 – 3.5
B = 3.4 – 2.5
C = 2.4 – 1.5
D = 1.4 – 1.0
F = Below 1.0

Students with an IEP will follow the parish Pupil Progression grading policy unless otherwise indicated on the IEP.

Factors such as classroom behavior, excused absences, tardiness, work habits and attitude shall not play a role in assessing a student's academic progress at any grade level. In grades K-8, these factors must be assessed in the conduct grade given by each teacher.

In grades 1-8, nine weeks, mid-term and final tests shall not be administered as a determinant for passing or failing a discipline.

In grades 1-3, a minimum of nine (9) grades (major/minor) per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JPAMS) in the major disciplines of reading and mathematics, and in the minor areas of social living, language, spelling, art, and physical education.

In grades 4-6, a minimum of nine (9) grades per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JPAMS) in the major disciplines of reading, language, mathematics, science, and social studies, and in all minor subjects including spelling, music, art French and physical education.

In grades 7-8, a minimum of one major grade per week must be recorded for each discipline for a total of nine (9) major grades in each discipline every nine weeks. A minimum of nine major grades per semester (one nine week period on 4 x 4 schedule) is required in grades 9-12 (4 X 4 block schedule).

Grade 8 students enrolled in Algebra I or French I with a certified secondary teacher must receive letter grades in order to receive Carnegie Units.

In averaging the two semester grades in grades 9-12 for the purpose of $\frac{1}{2}$ or fraction in averaging, the final grade shall be the average of the numerical value for the letter grades for the two nine weeks. However, F's earned during the second or fourth nine weeks, constitutes a failing mark pending the recommendation of the School Building Level Committee and the principal with final approval by the Director of Curriculum. Schools will be required to provide documentation of the extenuating circumstances(s) to the Director of Curriculum.

During the first two weeks of the spring semester, only seniors may drop a course without penalty. If a student fails to complete the course after the first two weeks, a grade of F will be awarded which will be part of the student's GPA. Any student with excessive absences will constitute a grade of F in the course which will be part of the student's GPA.

- (3) In grades 1-3, students receive letter grades in reading, math, and language. In grades 2 and 3, students also receive letter grades in the areas of spelling and social living. *In grade 1, students will receive marks of S or N for the first grading period. Students will begin receiving letter grades of A, B, C, D, or F on the fifth (5th) week of the first grading period.* In grade 1 only, the spelling grade will be included with the language grade. Final grades in all subjects are determined by the point value system *in which students must earn 4 quality points for each subject for the year.* However, F's earned in the final nine week period constitute an automatic failing mark pending the recommendation of the SBLC and the principal with final approval of the Director of Curriculum. Schools will be required to provide documentation of the extenuating circumstance(s) to the Director of Curriculum. Marks of S (Satisfactory) and N (Needs Improvement) are given in the areas of art, music, handwriting, physical education, French and in grade 1, social living. Final grades in these areas are S or N markings.

Marks of S and N will have the following percentages:

S = 70% and above

N = 69% and below

Students working below level in reading will receive a mark of N if successfully progressing below reading level and a mark of U if not progressing below reading level.

- In the event a student progresses to grade level during the year, grades will be given for those reporting periods during which he is at grade level. Final grades will be determined by averaging the letter grades only.

- If the student falls below grade level at some point during the year, letter grades will be discontinued and N or U markings will be given. If N or U marks are received during the last grading period, the final grades will not constitute passing.
- The following guidelines will be adhered to when administering N or U marks:
 - Grade 1: Students not completing SFA book 20 or Book 1.2 of the current adopted reading series by midterm will be considered below level in reading and receive N or U marks.
 - Grade 2: Students not in Book 2.1 of the current adopted reading series by midterm will be considered below level in reading and receive N or U marks.
 - Grade 3: Students not in Book 3.1 of the current reading series by midterm will be considered below level in reading and receive N or U marks.

* A school may opt to administer and Independent Reading Inventory (IRI) to determine reading levels or obtain additional assessment information.

(4) In grades 4-8, students receive letter grades in all disciplines.* At least 1.0 (D) average is required to pass a subject. Final grades are determined by averaging grades for the 4 - nine week periods. However, F's earned in the final nine week period constitute an automatic failing mark in that subject regardless of other grades earned, pending the recommendation of the School Building Level Committee and the principal with final approval of the Director of Curriculum. Schools will be required to provide documentation of the extenuating circumstance(s) to the Director of Curriculum.

* In grades 4-6, letter grades are not to be given in the areas of art, music, and handwriting. Marks of S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) will be given instead.

In grades 4-8, students working in a textbook below the minimum grade level in the area of reading will receive N or U markings.

- In the event a student progresses to grade level during the year, grades will be given for those reporting periods during which he is at grade level. Final grades will be determined by averaging the letter grades only.
- Should the student fall below grade level at some point during the year, letter grades will be discontinued and N or U markings given. Final grades will be N and U markings if N or U marks are received during the last grading period.

(5) No student shall be denied one half unit of credit for any course for which that

student has a passing grade for a semester. However, high school students attending schools operating in a 4 X 4 block schedule will be required to reschedule the entire course, even if they have passed one semester. For courses in which a full credit is to be awarded, the final grade is determined by quality point averaging of the two semester grades. For full credit to be awarded, the average of the two semester grades must be at least one quality point. However, if the second semester grade is "F", the student is not eligible for a full credit even though the average for the two semester grades is one quality point. For example, if the student passes the first semester with a grade of "C" or better and fails the second semester, that student can only be eligible for one half unit of credit, and must repeat the entire course before a full credit is awarded.

However, if the student fails the first semester but passes the second semester with a grade of "C" or better, the student will receive a full unit of credit for the course. A student cannot receive more than one full credit for a one Carnegie unit course.

Students recovering credit for previously failed courses through credit recovery shall receive final grades based on their score on the state approved end-of-course credit recovery exam. Students completing Carnegie units through credit recovery shall obtain a score of 70 or higher on the end-of-course exam in order to obtain credit. The final grade of record for all courses through credit recovery shall be designated as the final grade on the end-of-course exam.

Each school administrator and counselor has the responsibility to advise parents as to the soundest educational recommendation in matters regarding course content. When students repeat failed courses, they will receive credit only once for any course work repeated and passed the second time. Only students following the TOPS Curriculum will be allowed to repeat TOPS core courses on a one time basis to achieve a higher grade point average to qualify for higher levels of funding. The permanent grade for record purpose shall be the higher of the two grades earned. The final GPA shall be calculated using the repeat/delete method. ***This policy adheres to legislative guidelines in which the State uses the repeat/delete method for calculating the GPA for TOPS recipients. To qualify to repeat a TOPS course, a review of the GPA must indicate that such action will move the student up to the next level of TOPS funding, i.e. TOPS Tech to TOPS Opportunity. This policy does not apply to students wishing to repeat a course to qualify as valedictorian, salutatorian or for other scholarships; only TOPS funding will apply due to applicable legislation.**

- (6) The decision for placement into the high school mathematics course sequence will be based on student performance and will include a review of the following: performance on the grade eight math LEAP, the grade eight end of year grade in math, and teacher recommendation.

Students meeting the criteria of the State proficiency level (*Approaching Basic*) for the Grade 8 LEAP and earning a final grade of at least a C in math will be

placed in Algebra I. Eight grade repeaters scoring at the *Unsatisfactory* level will be placed in a remedial math course. Students must pass the remedial course before enrolling in or earning Carnegie units in mathematics.

- (7) Students who participate in LEAP Alternate Assessment will receive a report card each nine week period to be accompanied by a progress report. Preschool students will receive a progress report only.

Evaluation system, K-8: Students will receive marks as follows unless otherwise stated on the IEP:

S = Satisfactory N = Needs Improvement
U = Unsatisfactory

Evaluation system, 9-12: Students will receive marks as follows unless otherwise stated on the IEP:

A = Satisfactory C = Needs Improvement
B = Improving D = Unsatisfactory

Letter grades shall be used on report cards only; progress reports shall indicate *IP – Insufficient Progress*, *SP – Sufficient Progress*, *A – Achieved G - Generalized*

Special education students not participating in Alternate Assessment will follow the regular education grading policy unless otherwise stipulated in the IEP.

- (8) Students who participate in LEAP Alternate Assessment 2 (LAA-2) will receive a report card each nine week period to be accompanied by a progress report. Students may earn Carnegie units based on an Individualized Education Plan (IEP) committee decision. Students who meet LAA-2 criteria but choose to pursue a high school diploma must pass required components of the Graduation Exit Exam (GEE) and earn the necessary Carnegie units. Students participating in LAA-2 are also eligible for a Certificate of Achievement but may earn Carnegie units when appropriate and may participate in the Pre-GED Skills Option Program based on eligibility criteria.

Students may participate in LAA 2 and the regular statewide assessment: A student who meets the LAA 2 participation criteria may test in all or in one or more content areas of LAA 2, based on the determination of the IEP team. The IEP team may decide that the student will participate in the LAA 2 assessment at the student's enrolled grade level in one or more content areas and participate in the regular statewide assessment for the student's enrolled grade (iLEAP/LEAP/GEE) for the remaining content areas.

Students eligible for participation in LAA-2 follow the same evaluation system as those in LEAP Alternate Assessment – 1.

High Stakes Testing Policy (excerpt from B. 1566)

A. Students with disabilities who participate in the LEAP Alternate Assessment, Level 2 (LAA 2), shall have promotion decisions determined by the SBLC.

B. Students with disabilities in grades 4 and 8 who participate in both LEAP ELA and Math along with LEAP Alternate Assessment, Level 2 (LAA 2) will be held to the high stakes testing policy. Refer to the chart below for all the other combinations.

<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>	<i>Held to High Stakes Testing Policy</i>
<i>LEAP</i>	<i>LEAP</i>	<i>LEAP</i>	<i>LEAP</i>	<i>Yes</i>
<i>LEAP</i>	<i>LEAP</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>Yes</i>
<i>LEAP</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>Yes</i>
<i>LEAP</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>LEAP</i>	<i>No</i>
<i>LAA 2</i>	<i>LEAP</i>	<i>LEAP</i>	<i>LEAP</i>	<i>No</i>
<i>LEAP</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>Yes</i>
<i>LAA 2</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>LEAP</i>	<i>No</i>
<i>LEAP</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>No</i>
<i>LEAP</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>No</i>
<i>LAA 2</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>No</i>
<i>LAA 2</i>	<i>LEAP</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>No</i>
<i>LEAP</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>No</i>
<i>LAA 2</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>No</i>
<i>LAA 2</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>LAA 2</i>	<i>No</i>
<i>LAA 2</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>LEAP</i>	<i>No</i>
<i>LAA 2</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>LAA 2</i>	<i>No</i>

Evaluation System, K-8: Students will receive marks as follows unless otherwise stated on the IEP:

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

Evaluation System, 9-12: Students will receive marks as follows unless otherwise stated on the IEP:

- A = Satisfactory
- B = Improving
- C = Needs Improvement
- D = Unsatisfactory

(c) LIMITED ENGLISH PROFICIENT

- The educational program for LEP students shall be revised to meet the needs of each student. LEP students shall be provided special language services which address their need for becoming fluent and literate in English. In addition, LEP students shall be provided instructional programs which foster their success in math, social studies, and language arts. LEP students should be placed in a multi-sensory curriculum, such as Project Read or Language!. Use of the appropriate curriculum guides issued by the state and/or developed by the district for this purpose, along with supplementary ESL materials designed for LEP students, and appropriate instructional methods and techniques shall be incorporated into the curriculum. The instructional program for the non/limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he develops a degree of competency to succeed in the courses. Non/limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.
- In grades K-8, evaluation of LEP students will be according to their success towards course requirements i.e., content and skills mandated, and not based on their English proficiency. Each student will be evaluated according to his/her progress with the appropriate instruments, selected by the teacher, to meet their proficiency level. LEP students who cannot comprehend the language should not be assigned failing grades in the content area subjects. Grades should be assigned, rather, based on cooperation, effort, and participation in classroom assignments to the degree his English proficiency allows. "LEP" shall be added behind such grades (grade/LEP) on the report card.

The student, within his capabilities, should be expected to do the following: follow directions, have required materials, participate in activities, complete homework assignments within reasonable expectations, and show progress.

If a LEP student is able to perform the skills in a particular subject, he should be given an achievement, not participation grade in that subject. For identified LEP students functioning at a near fluent level of English proficiency, the teacher shall assign grades according to the regular grading policies.

- In assigning grades for content courses in grades 9-12, teachers should weigh semester or final evaluations more heavily than those at the beginning. Teachers should attempt to simplify course content by language proficiency level and/or concreteness provided by graphic materials. Evaluation of students' progress should be made in terms of successful mastery of the skills outlined in the district comprehensive curriculum for a course according to the content standards and grade level expectations. Evaluation instruments that test skills or concepts thus mandated should be developed by the teacher assigning the grade. The final grade should be determined according to the parish criteria.

For identified LEP students functioning at a near fluent level of English proficiency, the teacher shall assign grades according to the regular grading policies.

- Promotion or retention shall not be based on English proficiency or lack of it. Promotion shall be based on grades awarded according to the criteria listed in this section.
 - These policies apply to LEP students in the regular education program as well as students in specially designed regular instructional programs.
4. Describe the elementary foreign language program for academically able students in grades 4 – 8.

An articulated foreign language program shall be required in grades 4 - 8 for academically able students. *Academically able students* are defined as those students who are working at or above grade level in all academic subject areas as indicated by placement in the basal texts used and are maintaining an overall GPA of 3.5

- a. Explain the local definition of the term “grade level” or “on grade level.”

The term “grade level” or “on grade level” is indicated by placement in the basal texts.

- b. List the model program sites.

French Immersion Programs are in place at Cecilia Primary (K-3), Teche Elementary (4-6), and Cecilia Junior High (7-8).

- c. List the designated subject area(s) for foreign language.

Foreign or second language for these students shall be offered for 30 minutes per day as part of language arts or cultural arts in grades 4 - 6, and in grades 7 - 8, shall be offered as part of the language arts or as an elective for 150 minutes per week. Programs will be in place at all elementary and junior high schools.

5. (a) List the acceptable behavior requirement for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Students will follow the attendance, behavior and discipline guidelines for all students as outlined in the St. Martin Parish School System Student/Parent Handbook and Discipline Policy.

- (b) List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next

school year and who did not meet the promotion standard by who score Approaching Basic on either the math or English component of the eighth grade LEAP test.

Students entering ninth grade on the career diploma:

State and Local Requirements:

- *Attend summer remediation and take the 8th grade LEAP retest*
- *Achieve a GPA of 1.5 or higher during the eighth grade*
- *Meet the state minimum attendance requirements to be eligible to receive grades*
- *Meet the behavior requirements in the district Pupil Progression Plan*
- *Must be 15 or older during the next school year*
- *Must score approaching Basic on either the math or ELA component of the eighth grade LEAP*
- *Must meet all promotion requirements for ninth grade*
- *Must meet all attendance requirements outlined by the district in the St. Martin Parish School System Student/Parent Handbook and Discipline Policy*
- *Shall be provided with targeted interventions through double dosing and remediation if identified as performing below level*
- *Must take a freshmen transition course such as High School 101, Education for Careers or Journey for Careers*
- *Shall be provided with opportunities for catch-up through the district's credit recovery program*
- *Shall be provided with opportunities for participation in dual enrollment, industry-based certifications, work-based learning, job shadowing, job explorations, paid internships and various other career and technical options at their home-based high school through a partnership with the Louisiana Technical College System*
- *Shall participate in the Teachers and Mentors and Graduation Coaches Program at their local high school. Students will be assigned teacher mentors/graduation coaches upon entering ninth (9th) grade and throughout their high school career. Mentors/Coaches will provide students with the necessary support, counseling and guidance needed as they are monitored throughout their high school careers. The mentor/coach will complete all paper work required by the LDOE*
- *Shall complete the mandated GEE, LAA2 or EOC tests as identified in the state guidelines*
 - a. *Students entering ninth grade prior to 2010-2011 are required to pass the English and math components of the GEE or LAA2 and either the science or social studies portions of the GEE or LAA2.*
 - b. *Students entering the ninth grade in 2010-2011 and beyond must pass there End-of-Course Tests*
 - i. *English II or English III*
 - ii. *Algebra I or Geometry*
 - iii. *Biology or American History*

Each middle school shall meet with parents through the SBLC to discuss the promotion of a student to the Career Diploma Pathway, the criteria for the Career Diploma Pathway and obtain parental permission and signatures for entrance into this diploma pathway. High schools will follow the same procedures for upper classmen who transfer from the LA Core 4 Curriculum or the Basic Core Curriculum to the Career Diploma Pathway.

High schools will also host parent orientation meetings at the beginning of the school year (or end of the school year for students transferring to the Career Diploma Pathway from a different diploma track) to inform parents of the criteria for the Career Diploma Pathway and provide counseling to parents and students.

Students wishing to switch from the Career Diploma Pathway to the College and Career Diploma Pathway (LA Core 4 or Basic Core) must complete the process prior to the start of the school year. Those students eligible to switch to the College and Career Diploma Pathway must have met all entrance requirements for the College and Career Diploma Pathway and have scored Unsatisfactory on either the math or ELA component of the 8th grade LEAP. Students on the Career Diploma Pathway who scored unsatisfactory in either ELA or math must pass either the 8th grade LEAP Placement test or the first EOC test in the content area in which the student scored Unsatisfactory).

Students switching from the Career Diploma Pathway to the College and Career Diploma Pathway or vice versa:

- Shall have written permission from his/her parent(s) or guardian after a consultation with the school guidance counselor or other school administrator*
- Student and parent must be informed of the advantages and disadvantages of the different diploma pathways*
- The principal shall also sign the form acknowledging that appropriate counseling has taken place*
- Shall be provided remediation in the area in which the student scored Unsatisfactory*

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

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

Exceptions to this policy include: This state policy may be overridden by the School Building Level Committee (and therefore the student can be promoted) and will be made in accordance with the district Pupil Progression Plan and the SBESE policy only under the following conditions:

Policy Override:

St. Martin Parish School System 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 guidelines provided by the Louisiana Department of Education and the local Pupil Progression Plan and has been reviewed by the School Building Level Committee (SBLC);
 - the student has participated in **both** the spring (initial tester) and summer administration of LEAP and has attended the summer remediation program offered by the district. (The student shall participate in the Summer retest in only the subject which he/she scored at the *Unsatisfactory* achievement level during the Spring test administration);
 - parental consent is granted
2. Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

The decision to retain a student in the 4th 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 SBLC in accordance with the local Pupil Progression Plan. Students repeating 4th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention limit policy.

- A student who has repeated the 4th grade and who is 12 years old on or before September 30th may be promoted according to the local Pupil Progression Plan.
 - Any other student who has repeated the 4th grade may be promoted to only the 5th grade. A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education, and the State Superintendent of Education approves it.
 - Students retained in the 4th grade shall retake all four components of LEAP.
 - For promotional purposes, however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP **only one time**.
3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4th grade at least once, as a result of failure to pass LEAP, and he/she will be 12 years old on or before September 30th of the next school year.

Students who have repeated 4th grade and will be 12 on or before September 30th of the

next school year, can be promoted based on the local Pupil Progression Plan (See guidelines in question 2 above).

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

Appeals Process

St. Martin Parish School System, through its superintendent, must review student eligibility and consider granting an appeal on behalf of individual 4th grade students provided that **all** of the following criteria are met:

- The student's highest score on the 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. (English Language Arts (ELA) includes an average of reading, language, and spelling.)
- 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 district mandated regulations during the summer remediation program.
- The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the English Language Arts and/or Mathematics for which the appeal is being considered.

Waiver for Extenuating Circumstances

St. Martin Parish School System, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following circumstances, as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature,
- a chronic physical condition that is in an acute phase, or
- court-ordered custody issues.

Documentation :

- *Physical Illness:* Appropriate documentation must include verification that the student is under medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in testing and/or remediation.
- *Custody Issues:* Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

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

Students who fail to meet the B/AB standard for promotion to fifth (5th) grade on the fourth (4th) grade LEAP may be placed in the fourth grade transitional program provided the following criteria for placement have been met.

- *Student must score AB/AB in ELA and math on the fourth (4th) grade LEAP*
- *Student must meet all district requirements for promotion*
- *Student must participate in summer remediation and retest*
- *Students must be provided remediation for fourth (4th) grade courses while also receiving instruction from the fifth (5th) grade curriculum*

Students participating in the fourth (4th) grade transitional program must meet the following requirements for promotion to sixth (6th) grade.

- *Student must be provided remediation in areas in which they scored below basic*
- *Student must score B/AB pm English and math and AB/AB in science and social studies on the fourth (4th) grade LEAP*
- *Student must meet all other district requirements for promotion to sixth (6th) grade*
- *Students in the fourth grade transitional program who do not meet the state standard for promotion shall be placed in fifth (5th) grade by the SBLC.*

The decision to retain a student in the fourth or eighth grade more than once as a result of failure to achieve the passing standard shall be made by the SBLC in accordance with the local retention policy.

6. Describe any local criteria that are used to determine if an 8th grade student is granted the U/B waiver allowed by the *State's High Stakes Testing Policy*. (Bulletin 1566 §707 B.)

A decision to retain a student in 8th grade more than once as a result of failure to score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP shall be in accordance with the following district guidelines:

- Promoted to the 9th grade, provided that the student has scored at the *Approaching Basic* level on **either** the English Language Arts or mathematics component of LEAP, has attended the current year LEAP summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject, and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an Unsatisfactory on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the unsatisfactory subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics;** or
- Placed in the Pre-GED/Skills Option Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*, or
- Retained in 8th grade again

Students repeating 8th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention Limit policy.

For students who have been retained in 8th grade the following policy will be in place:

A decision to retain a student in 8th grade more than once as a result of failure to score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP shall be in accordance with the following district guidelines:

- Waived to the 9th grade on the **College and Career Diploma Pathway or Career Diploma Pathway**, provided that the student has attended **one** year **of** LEAP summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject(s), and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an Unsatisfactory on the English Language Arts and/or Mathematics component(s) of LEAP, the student must enroll in and pass a high school remedial course in the unsatisfactory subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics;** or
- Placed in the Pre-GED/Skills Option Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*.

Students repeating 8th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention Limit policy.

LEAP Testing

- Students repeating the 8th grade will retake all four components of LEAP.
Students in the Pre-GED/Skills Options Program will take the 9th grade LEAP
7. Describe any local criteria that are used to determine if an 8th grade student is granted the *AB/AB* waiver allowed by the *State's High Stakes Testing Policy*. (Bulletin 1566 §707 C.).

After the summer retest, the decision to grant a promotion waiver to any student who does not score at or above the *Basic* achievement level on either the English Language Arts or Mathematics component of the 8th grade LEAP and at the *Approaching Basic* achievement level on the other may be considered by the St. Martin Parish Superintendent of Schools providing that all of the following criteria has been met.

- The student may be promoted to 9th grade, provided that he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of the LEAP, has attended the LEAP summer remediation program offered by St. Martin Parish, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test.

Waiver for Extenuating Circumstances

St. Martin Parish School System, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following circumstances, as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature,
- a chronic physical condition that is in an acute phase, or
- court-ordered custody issues.

Documentation :

- *Physical Illness*: Appropriate documentation must include verification that the student is under medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in testing and/or remediation.
- *Custody Issues*: Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

A decision to retain a student in 8th grade more than once as a result of failure to score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP shall be in accordance with the following district guidelines:

- Retained again in the 8th grade;
- Promoted to the 9th grade, provided that the student has scored at the *Approaching Basic* level on **either** the English Language Arts or mathematics component of LEAP, has attended the current year LEAP summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject, and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an Unsatisfactory on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the unsatisfactory subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics; or**
- Placed in the Pre-GED/Skills Option Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*.

Students repeating 8th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention Limit policy.

LEAP Testing

- Students repeating the 8th grade will retake all four components of LEAP.
- Students in the Pre-GED/Skills Options Program will take the 9th grade LEAP.

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

The School Building Level Committee shall be composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when the student is being considered for a Bulletin 1508 evaluation. When applicable, the school building administrator and the parent will also serve as members of the committee. The committee shall serve as a day to day problem solving group for teachers within the school. The function of the committee is to help teachers cope with children who are having learning and/or behavioral problems.

The goal of the SBLC is to obtain more efficient and effective delivery of special help to students. The SBLC will serve as the Committee of Knowledgeable Persons for the implementation of *Section 504, Bulletin 1903, Bulletin 1508 and IDEIA*. In determining eligibility, the committee will follow the procedures outlined in the St. Martin Parish School Building Level Committee Process Guide.

In making promotion and retention decisions for all students, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the

particular child. In the event a decision is made to promote a student who does not meet all of the promotion criteria listed, a form so indicating must be completed and placed in the student's cumulative folder. All committee members **must** sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures.

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

A minimum of 50 hours per subject of summer remediation in English/language arts and mathematics and the end-of-summer retest shall be offered by school systems at no cost to 4th grade public school students who score at the *Approaching Basic* or *Unsatisfactory* level and to 8th grade students who scored at the *Approaching Basic* or *Unsatisfactory* level or to those students who did not take the spring test.

- A student who failed to achieve the Basic/Approaching Basic combination is not required to attend the LEA – offered LEAP summer remediation program in order to be eligible for the summer retest.
- All students with disabilities who participate in LEAP should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
- Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend LEAP summer remediation programs.
- Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend summer remediation programs.

To be eligible for an appeal, a student must meet the attendance requirements for the LEAP summer remediation session. Classes will be held for 2 ½ hours per subject area for twenty days. A student may only be absent for a maximum of six hours for each subject or in attendance for 18 of the 20 days of remediation.

The only exceptions to this shall be the delineated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance.

Students who are verified as meeting extenuating circumstances and are therefore eligible to receive grades shall not receive grades if they are unable to complete the make-up work or pass the course.

Extenuating Circumstances

1. Extended personal physical or emotional illness as **verified by a physician.**
2. Extended hospital stay as **verified by a physician.**
3. Extended recuperation from an accident as **verified by a physician.**

4. Extended contagious disease within a family as **verified by a physician**.
5. Prior school system approved travel for education.
6. Death in the family. (Obituary or written verification must be presented).
7. Natural catastrophe and/or disaster.
8. Court subpoena (copy of subpoena must be presented).
9. For any other extenuating circumstances, parents must make a formal appeal in accordance with the due process procedures established by the St. Martin Parish School System.

All attendance policies for the regular school year shall be in effect for the LEAP summer remediation program, including the required documentation, in accordance with the attendance guidelines in *Bulletin 741*.

D. Progression of students participating in LEAP Alternate Assessments

1. Describe how the SBLC determines progression of students with disabilities participating in LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC.

Students may participate in LAA 2 and the regular statewide assessment:

A student who meets the LAA 2 participation criteria may test in all or in one or more content areas of LAA 2, based on the determination of the IEP team. The IEP team may decide that the student will participate in the LAA 2 assessment at the student's enrolled grade level in one or more content areas and participate in the regular statewide assessment for the student's enrolled grade (iLEAP/LEAP/GEE) for the remaining content areas.

Students with disabilities who participate in the LEAP Alternate Assessment, Level 2 (LAA 2), shall have promotion decisions determined by the SBLC.

Students with disabilities in grades 4 and 8 who participate in both LEAP ELA and Math along with LEAP Alternate Assessment, Level 2 (LAA 2) will be held to the high stakes testing policy.

Students participating in the alternate assessment will progress from one grade level to the next if they meet the following assurances:

- the student has met attendance requirements according to *Bulletin 741*;
- the student has completed 70% of his annual goals;
- transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher;
- the student participated in the alternate assessment; and
- the approval of the SBLC.

Alternate Placement Programs for students with disabilities:

1. No student will be removed from the regular program and placed in an alternative program without a multi-disciplinary evaluation and an IEP conference. Written informed consent by the student's parents and/or guardian will be obtained on the IEP.
2. All students with disabilities will have access to the general education curriculum.
3. Eligibility for Certificate of Achievement is as follows:
Certificate of Achievement: refers to 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.
 - (a) The student has a disability under the criteria in the *Pupil Appraisal Manual*.
 - (b) The student has participated in alternate assessment.
 - (c) 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).
 - (d) The student has met attendance requirements according to the *School Administrator's Handbook, Bulletin 741*.
 - (e) The student has addressed the general education curriculum as reflected on the students' IEP.
 - (f) Transition planning for the student has been completed and documented.

Certificate of Achievement - Provisional Eligibility Criteria: refers to 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.

- (a) Eligible students are those:
 - (1) who have disabilities under the criteria in the *Pupil Appraisal Manual*;
 - (2) who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school year as documented in the IEP;
 - (3) who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-99 school year; and
 - (4) the IEP team determined that the student would not be eligible to participate in the alternate assessment.
4. Due process procedures for students with disabilities must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA application.
5. Students who participate in LEAP Alternate Assessment will receive a report card each nine week period to be accompanied by a progress report. Preschool students will receive a progress report only.

Evaluation system, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory N = Needs Improvement
U = Unsatisfactory

Evaluation system, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory C = Needs Improvement
B = Improving D = Unsatisfactory

Letter grades shall be used on report cards only; progress reports shall indicate *IP – Insufficient Progress, SP – Sufficient Progress, A – Achieved, and G – Generalized.*

6. Students who participate in LEAP Alternate Assessment 2 (LAA-2) will receive a report card each nine week period to be accompanied by a progress report.

Students who meet the criteria for LAA-2 are performing below grade level may earn Carnegie units based on an Individualized Education Plan (IEP) committee decision. Students who meet LAA-2 criteria but choose to pursue a high school diploma must pass required components of the Graduation Exit Exam (GEE) and earn the necessary Carnegie units. Students participating in LAA-2 are also eligible for a Certificate of Achievement but may earn Carnegie units when appropriate and may participate in the Pre-GED Skills Option Program based on eligibility criteria.

Students eligible for participation in LAA-2 follow the same evaluation system as those in LEAP Alternate Assessment – 1.

Evaluation System, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Evaluation System, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory
B = Improving
C = Needs Improvement
D = Unsatisfactory

E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students.

Upon registration, parents must complete a language survey. The results of the survey are input into the district's student information system. The Limited English Proficient (LEP) tutor for the school will be notified of the results.

2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.

The Limited English Proficient (LEP) tutor, when notified by the school that a student has registered and indicated that another language is spoken in the home on the language survey will administer the IPT language assessment for screening. If needed, the student will then begin receiving services from the LEP tutor and will be monitored for progress thereafter using the ELDA assessment.

3. Describe the procedures for age appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the limited English proficient student.

- The educational program for LEP students shall be revised to meet the needs of each student. LEP students shall be provided special language services which address their need for becoming fluent and literate in English. In addition, LEP students shall be provided instructional programs which foster their success in math, social studies, and language arts. LEP students should be placed in a multi-sensory curriculum, such as Project Read or Language!. Use of the appropriate curriculum guides issued by the state and/or developed by the district for this purpose, along with supplementary ESL materials designed for LEP students, and appropriate instructional methods and techniques shall be incorporated into the curriculum. The instructional program for the non/limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he develops a degree of competency to succeed in the courses. Non/limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

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

Students with disabilities who are unable to meet the above exit criteria after 4 years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP status (but will still be required to take statewide assessments).

The scores on the ELDA are monitored each year to determine when the student is English proficient. When the student scores proficient on the ELDA and has scored proficient on the LEAP/iLEAP for 2 years, he is then considered English proficient and is

taken off the list of Limited English Proficient. The LEP tutor monitors the student's grades to determine if the student is successfully achieving in the core content areas.

To be considered English proficient and exit limited English proficient (LEP) status, a LEP student must score as follows: (*Bulletin 111, Section 4001*)

- A. For grades K-2:
 - a. two years at composite level 5 on the English Language Development Assessment (ELDA); or
 - b. i. one year at composite level 5 on ELDA; and
 - ii. on year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.

- B. For grades 3-12:
 - a. composite level 5 on ELDA; or
 - b. i. one year at composite level 4 on ELDA; and
 - ii. one year at proficient on English language arts portion of the iLEAP, LEAP, GEE, LAA 1, or LAA 2.

F. Acceleration

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

The policy in St. Martin Parish is that there will be no acceleration of students from one grade to another (*grade skipping*) with the following exceptions:

- (a) Elementary students may be administered a credit exam or proficiency exam in order to receive High School Credit according to the policies listed in *Bulletin 741*.

- (b) In cases where a student has been retained two or more times, the student may be placed at a higher grade level provided the following conditions are met:
 - The student's grades indicate average or above average work;
 - On the parish assessments, the student scores at the equivalent of the State passing level or the average score achieved by parish students at that particular grade level.; and
 - In cases where a student has been retained two or more times, the student may be allowed to take major courses at one grade level and enroll in one or more courses at the next school level.
 - The decision for placement in option 2 must be made by the School Building Level Committee and the principal in consultation with the Supervisor of Child Welfare and Attendance, the Director of Curriculum and Instruction and/or other appropriate central office personnel.

- (c) For students who are gifted, acceleration is based on an IEP committee decision.

GRADES 9-12

- Prior to graduation, students of high ability may be admitted to college on a part time basis and may acquire dual enrollment status and/or early admission, provided the requirements specified in *Bulletin 741* are met.
 - Students classified as "gifted" will receive specially designed instruction, including but not limited to Advanced Placement, on-line courses, and professional exams, in accordance with the requirements of *Bulletin 741*.
2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.
(Response is the same as question #1 above)

The decision for placement at a higher grade level must be made by the School Building Level Committee and the principal in consultation with the Supervisor of Child Welfare and Attendance, the Director of Curriculum and Instruction and/or other appropriate central office personnel.

Grades K-8

The policy in St. Martin Parish is that there will be no acceleration of students from one grade to another (*grade skipping*) with the following exceptions:

- (a) Elementary/Middle students may be administered a credit exam or proficiency exam in order to receive High School Credit according to the policies listed in *Bulletin 741*.
- (b) In cases where a student has been retained two or more times, the student may be placed at a higher grade level provided the following conditions are met:
- The student's grades indicate average or above average work;
 - On the parish assessments, the student scores at the equivalent of the State passing level or the average score achieved by parish students at that particular grade level.; and
 - In cases where a student has been retained two or more times, the student may be allowed to take major courses at one grade level and enroll in one or more courses at the next school level.
 - The decision for placement in option 2 must be made by the School Building Level Committee and the principal in consultation with the Supervisor of Child Welfare and Attendance and/or other appropriate central office personnel.

- (c) For students who are gifted, acceleration is based on an IEP committee decision.

GRADES 9-12

- Prior to graduation, students of high ability may be admitted to college on a part time basis and may acquire dual enrollment status and/or early admission, provided the requirements specified in *Bulletin 741* are met.
- Students classified as "gifted" will receive specially designed instruction, including but not limited to Advanced Placement, on-line courses, and professional exams, in accordance with the requirements of *Bulletin 741*.

3. Describe any applicable policies and procedures for grade “skipping.”

The policy in St. Martin Parish is that there will be no acceleration of students from one grade to another (*grade skipping*) with the exception of the cases stated above in question F (1).

4. Describe any policies governing services for gifted students.

For students in grades K-8, acceleration for students classified as “gifted” is based on an IEP committee decision.

For students in grades 9-12, students classified as “gifted” will receive specially designed instruction, including but not limited to Advanced Placement, on-line courses, and professional exams, in accordance with the requirements of *Bulletin 741*.

Prior to graduation, students of high ability may be admitted to college on a part time basis and may acquire dual enrollment status and/or early admission, provided the requirements specified in *Bulletin 741* are met.

5. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*.

Elementary students may be administered an 8th grade credit exam or proficiency exam developed by the Louisiana Department of Education in order to take courses in the high school program of studies to receive Carnegie credit, provided the guidelines for Elementary/Middle School students receiving Carnegie credits as outlined in *Bulletin 741* are met.

G. Transfer Students

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

a. Approved schools within the state (public/nonpublic)

Students transferring from schools outside the parish, both within and out of state, or transferring from non-public schools, will be given an informal reading inventory, a basal reader placement test, the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Mathematics Test (SDMT) for diagnostic purposes, or the SFA assessment to determine reading placement. The parish CRT's will be administered as a diagnostic instrument to assist teachers in identifying student needs.

Students transferring from public schools within the parish will not be tested unless deemed necessary by the principal and/or teacher. A student transferring at the beginning of the year will be placed in the grade level following the one in which he was previously enrolled provided he presents proof of successful completion. A student transferring during the school year will be placed at the grade level at which he was last enrolled.

Students in grades **five** and **nine** transferring to the public school system from any in-state nonpublic school (state approved or 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.

b. Approved out-of-state schools (public/nonpublic)

Students will follow the same policy guidelines as stated in Section G, question 1 (a) above.

c. Unapproved schools (public/nonpublic)

Students transferring from non-approved schools, home study programs or foreign system will be administered an informal reading inventory and/or a basal reader placement test to determine reading placement and the parish CRT's (frameworks) in the areas of language arts and mathematics. Students should achieve the mastery level as specified for the grade level for which they are being tested or the average score achieved by parish students at that particular grade level. The decision for placement will be made by the school principal. Transfer students from home study or unapproved schools will be awarded Carnegie credits based on the successful completion of end of course exams. The appropriate central office personnel may be consulted when necessary.

d. Home Study

Students will follow the same policy guidelines as stated in Section G, question 1 (c) above.

i. Provisions for LEAP/iLEAP Students

Students in grades five (5) and nine (9) transferring to the public school system from any in-state nonpublic school (State approved and unapproved), any 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-developed *LEAP* placement test.

Home study program transfers will be administered locally-developed assessments (St. Martin Parish Frameworks) and/or end-of-course tests. These students may also be given an informal reading inventory, a basal reader placement test, the SDRT, the SDMT for diagnostic purposes, or the SFA assessment to determine reading placement.

Transfer students may take LEAP at either the spring or summer administration prior to enrollment. **It is the responsibility of the parent to contact the District Test Coordinator to register for the test.**

The nonpublic school and parent (or home schooling parent) is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standardized testing accommodations.

Students who participate in the spring administration and score at the *Unsatisfactory/Approaching Basic* combination achievement level in grade 4 and grade 8 are eligible to retake the LEAP at the summer administration.

Students who score at the *Basic/Approaching Basic* combination achievement level in grades 4 and 8 are not required to attend summer school offered by the local school system to be eligible to take the summer retest. However, only those students who score below the *Basic/Approaching Basic* combination achievement level in grades 4 and 8 after participation in **both** the Spring and Summer administration of the LEAP **and** who attend the summer remediation school are eligible for the appeals process or policy override, provided all criteria are met.

Students who participate in the spring administration only or summer administration only and score below the *Basic/Approaching Basic* combination achievement level in grades 4 and 8 are not eligible for the appeals process or the policy override. These students are not eligible to take the Iowa Tests for placement purposes.

Students transferring into the school system 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 student has not taken LEAP. Students taking the IOWA Tests are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee.

Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to those policies as outlined in the High Stakes Testing Policy. The district will follow the procedures outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act for students with disabilities who transfer within the state of Louisiana.

ii. Names of the entrance tests used to determine grade placement

- 1) Grades 1-8 Placement Tests for students transferring from approved schools:

Reading, Language Arts and Mathematics

- a. Informal Reading Inventory
- b. Basal Reader Placement Test or
- c. Success For All Reading Assessment
- d. Stanford Diagnostic Reading Test
- e. Stanford Diagnostic Mathematics Test

- 2) Grades 1-8 Placement Tests for students transferring from non-approved schools:

Reading

- a. Informal Reading Inventory and/or
- b. Basal Reading Placement Test

Language Arts and Mathematics

- a. St. Martin Parish CRT Frameworks

- 3) Grades 5 and 9 Placement Tests for students transferring to the public school system from any in-state Nonpublic (state approved or non-approved), any home study program, or out-of-state school:

- a. English Language Arts portion of State-developed LEAP Placement Test
- b. Mathematics portion of State-developed LEAP Placement Test

- 4) Home Study Program transfers

- a. St. Martin Parish CRT Frameworks
- b. St. Martin Parish End-of-Course Assessments
- c. Informal Reading Inventory
- d. Basal Reader Placement Test or SFA Reading Assessment

iii. List the procedure for determining Carnegie credit for high school students.

A student transferring from a state approved school, in or out of state, will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned, is required. Transfer students from home study will be awarded Carnegie credit based on the successful completion of end-of-course subject/content exams.

The principal of any approved school receiving a student from an unapproved school, in or out of state, should carefully investigate the composition of the unapproved school and its instructional program. If, in the principal's and/or superintendent's judgment, the quality of instruction is of an inferior grade, the student may be required to take an examination on any subject matter for which credit is claimed. The school issuing the high school diploma must account for all credit required for graduation and its records must show when this credit was earned.

When high school students transfer from a school on traditional scheduling (non-block), each student's transcript will be reviewed in order to determine the number of Carnegie units of credit required. (Example: A senior with 18 units transferring from a school requiring 23 units for graduation would not be able to earn 27 units, even with 8 in the final year.)

Admission of International Exchange Program Students: This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

1. Agency requirements

- Foreign exchange agencies must be registered with the Executive Director of High Schools and must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Executive Director of High School.
- The sponsoring agency must have a local representative who resides within 150 miles of St. Martin Parish, and who is available to meet with school personnel, the student, and the host family.

2. Student requirements

- The exchange student must reside with a legal resident of St. Martin Parish.
- The student must possess a J-1 visa.

- As of September 1 of the program year, the student must meet junior or senior placement status.
- The student must not have received a high school diploma or its equivalent from his/her home school.
- The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- As required by the International Exchange Agencies, the student must have sufficient knowledge of the English Language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular educational program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- An official transcript from the student's home school must be sent and received by the assigned St. Martin Parish high school by August 1 of the student's attendance year in order to determine placement.
- Students will be placed in grades according to Carnegie unit total as indicated in the St. Martin Parish Pupil Progression Plan.
- No student will be classified as a 12th grader for the purpose of receiving a diploma unless all Carnegie unit requirements or Louisiana high school graduation can be met by the spring graduation date.
- Students must meet all state and local requirements for graduation.
- All exchange students must schedule English III, American History, Civics, and Free Enterprise.
- By August 1 of the attending year, the student must present the following documents to the attending school with a request to attend school in St. Martin Parish:
 - J-1 Visa;
 - Health and immunization records;
 - Evidence of health and accident insurance for duration of stay;
 - The name, address, and phone numbers of the student's own parents/ guardians, the host family, and the local exchange program representative;
 - Two character references from the home school;
 - A notarized temporary custody agreement between the exchange student's parents/guardian and the host family.

3. Suspension, Revocation, or Dismissal
Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the St. Martin Parish School System are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

2. Describe the procedures for Interim IEPs.

In IDEA 2004, a change was made concerning students transferring from out-of-state with an IEP. This change requires districts to provide the student with a free appropriate public education (FAPE), including services comparable to those described in the previous IEP, in consultation with the parents at such time as the district conducts an evaluation and develops a new IEP according to state regulations. Therefore, a student transferring to Louisiana from out-of-state with a current IEP would not have an interim IEP during the evaluation.

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, St. Martin Parish School System 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 district conducts an evaluation pursuant to subsection (a)(1), if determined to be necessary by the district, and develops a new IEP, if appropriate, that is consistent with Federal and State law.

Gifted or Talented students – Pupil appraisal should review the evaluation to determine if the student meets Louisiana gifted or talented criteria. If the student meets the criteria, then conduct the IEP meeting and place the student. If the student does not meet criteria, then the student is placed in regular education and the district proceeds with an initial evaluation.

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

Placement will be based on the interim IEP. Placement tests are not applicable for these students.

H. Retention Policy

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

Retention at the kindergarten level is strongly discouraged considering all developmental aspects of the child as a whole.

A student may be retained a maximum of one time at each school level: primary, elementary, and junior high. However, a student may be retained a second time at any level on the recommendation of the School Building Level Committee.

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

Students who fail to meet the promotion criteria in Section B, Placement: Grades K - 12, shall be retained. However, the following special conditions will apply:

- In grades K-8, a careful evaluation of the student's progress by the School Building Level Committee* should take place prior to the decision to retain. Students not meeting all promotion criteria may be promoted on the recommendation of the Committee. Consideration should be given to extenuating circumstances such as two or more previous retentions and age considerations (2 years older than normal age for that grade level).
- As stated in the previous question, students may be retained a maximum of one time at each school level: primary, elementary, and junior high. However, a student may be retained a second time at any level on the recommendation of the School Building Level Committee. Any student not meeting the required state performance standard on the LEAP for grade 4 will be retained regardless of the number of previous failures. Any student not meeting the required state performance standard on the LEAP for grade 8 shall follow the guidelines outlined below:
 - However, students in grade 4 who attend summer remediation, take the summer retest and still do not make the *Basic/Approaching Basic* promotion criteria for passing the LEAP may be retained once at the above mentioned grade level based on the local retention policy that states students may be retained only one time at each level.
 - Students in grade 8, who attend summer remediation, take the summer retest and still do not meet the state standard or the criteria for a waiver or an override shall repeat 8th grade or enroll in Pre-GED/Skills Option.
 - Students in grade 4 who do not meet the *Basic/Approaching Basic* promotion criteria and do not attend summer remediation to take the summer retest will be retained once in grade 4. Subsequent retentions will be determined by the SBLC in regard to the St. Martin Parish local retention policy.
 - Both initial testers and repeaters in grades 4 and 8 shall attend LEAP summer remediation and take the summer retest in order to be considered for an appeal in grade four and a waiver in grade 8.
 - Eighth (8th) grade repeaters not meeting the state standards on the summer retest after attending summer remediation, but scores the

Approaching Basic/Unsatisfactory combination in ELA and math, may be promoted to ninth (9th) grade provided the student enrolls in a remedial course in the unsatisfactory subject area. Students may not earn Carnegie units in the unsatisfactory area until he/she has passed the remedial course.

- Eighth (8th) grade repeaters not meeting the state standards on the summer retest and scoring *Unsatisfactory/Unsatisfactory* in ELA and math shall repeat eighth grade or enroll in the Pre-GED/Skills Option Program.
- Whenever possible, students who are retained and those who are promoted but do not meet all promotion criteria should be placed in an alternative learning situation such as, but not limited to, the following:
 - alternative scheduling (extended time for language arts and math);
 - alternative programs (such as Project Read, Language!, failed courses as electives, such as failed science and social as electives, the 71/2, Program); and
 - extended year programs.

Recommendations for such alternatives shall be developed at the school and parish level. See *St. Martin Parish Teacher Information Handbook* for criteria for alternative scheduling.

3. Describe the intervention/remediation strategies to be used to prevent or in lieu of student retention at the lower grades (K-3).

In an effort to reduce retentions and improve student achievement, St. Martin Parish will implement, effective 2009-2010, a three-tiered intervention process in which students will go through universal screening, progress monitoring and be provided research-based interventions to improve their academic performance. (See *St. Martin Parish Guide to Response to Intervention* for complete details of the intervention process, guidelines and procedures).

I. Alternative Schools/Programs/Settings and Adult Education

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

Juvenile Continuing Education Program (JCEP) is designed as an alternative to the regular education program for students ages 5 to 11. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring about improvement in a student's behavioral problem. Documentation of interventions must be evident.

The Juvenile Continuing Education Program (JCEP) is also designed as an alternative to the regular educational program for students ages 12 through 17 years old. The primary goal is to provide students who have been expelled from the regular school the opportunity to continue their education in an alternative setting. The program excludes

students who have been expelled for possession of firearms, distribution of drugs, or assault of school personnel. Special education students may be placed in JCEP as a result of an IEP meeting (students returning from treatment facilities, recommendations from other agencies/programs, FINS, courts, Interagency Service Coordination).

The final decision for placement of a student into the Juvenile Continuing Education Program lies with the Superintendent of St. Martin Parish Schools.

The St. Martin Parish Juvenile Training Center Alternative School is located within the St. Martin Parish Juvenile Training Center. The school's purpose is to provide a short-term continuing education program for all detained youth of the Sixteenth Judicial District and other jurisdictions of the state housed in the facility. These students will have been adjudicated through the court system. Students between the ages of 11 and 17 will be served in this facility.

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

The Pre GED/Skills Program will be available to students beginning with the 2001-2002 school year. A student who pursues this Option will, if successful, receive a Louisiana Equivalency Diploma and/or a Skills Certificate and not a standard Louisiana High School Diploma. Individual students may be considered on a case-by-case basis to re-enter the regular program.

The purpose of this Exit Option for high school students is to provide a successful path for those over-aged students who cannot earn a regular high school diploma within the standard four-year period typically allotted students to graduate from high school. It will also provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or partial completion of certification in one or several work-based skills areas begun while still in the district school system. Students must have parental consent in order to participate in the Pre GED/Skills Option Program.

Students who are 16 years of age or older, or shall turn 16 years of age during the year they enroll into the program, obtain parental consent, **and** meet one of the following criteria:

- Failed 8th grade LEAP English language arts or mathematics for one or more years **or**;
- Failed English language arts, math, science, or social studies portion of GEE **or**;
- Have 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**;
- Exhibits limited English proficiency.

New legislation allows any 15 year old that will turn 16 during the course of the said school year who also meets the other criteria for entry is eligible for the program. In an effort to reduce the number of entry dates, a list of junior high students who will meet the criteria for the upcoming year should be produced and evaluated by junior high school counselors and principals prior to the beginning of the school year. Students

should then be counseled and allowed to enter the program on a voluntary basis. A grace period of two weeks at the beginning of the school year (or second semester) could be implemented for schedules to be finalized after which a final deadline for entry should be determined. Should the student choose not to enter at the beginning of the school year, they should remain on a diploma track until the beginning of the 2nd semester or the next school year. Only transfer students should be allowed to enter during a grading period.

Program components include the following:

- Academic Component - Individualized prescriptive study plan utilizing computer assisted instruction;
- Skills Component – 2 Carnegie units per year. Skills obtained through elective courses with outline of skill requirements for skills certificate, articulated credit, dual enrollment, industry-based certification, work-based learning with identified skills, PAES Program, AZTEC Program and Project Discovery Program; and
- Counseling Component – Students will receive individualized and group counseling on requirements, guidelines, progression in the program and career counseling. Counselors will keep a log of counseling sessions.

Program entrance includes the following:

- Adherence to state and local guidelines and entrance dates as stated in the district PPP;
- Student referred to the SBLC or Options Committee;
- SBLC or Options Committee will meet to determine eligibility of student (Documentation should be kept on file). The committee will examine student attendance and behavior records. Students with poor attendance and behavior problems may enter the program on a month-by-month probationary status. Students would be placed on a probationary contract. The SBLC or Options Committee will review the student's progress on a monthly basis. Failure to maintain guidelines of the probationary contract could result in a change of placement back to the previous grade on the regular diploma track
- Counselor meets with student and parents to explain the program structure and requirements

Special Populations

- Special education students can only be placed in the program through an SBLC committee decision. Members of the student's SBLC team should participate in the IEP review and determine placement. Additionally, a member of the Options program should be present at the IEP meeting for consulting purposes.
- Special education students not meeting the program progression or attendance requirements can be removed for a change of placement by the SBLC committee. The IEP Team must participate in the review and decision process.

- Special education students participating in alternate assessment before entrance into the program will continue to complete alternate assessment for every year of their enrollment.
- Special education students enrolled in the program must have an area of concentration specified on their IEP. The individualized prescriptive study plan must reflect the area of concentration specified on the IEP.

Program Completion/Exit Policy

- All program completers will participate in a formal graduation ceremony
- Students can receive Carnegie credits for electives if they complete the same criteria as other students in the class.
- Students graded easier should earn a skills certificate, not a Carnegie unit

To complete the program, students must complete one of the three criteria listed below:

1. Pass the GED
2. Complete an Industry-Based Certification or
3. Obtain a locally-designed skills certificate

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

1. Juvenile Continuing Education Program (JCEP) – Ages 5-11

The Juvenile Continuing Education Program for ages 5-11 is designed as an alternative to the regular education program for students in this age bracket. It is a short-term cognitive-behavioral program for those students with behavior problems who are unable to benefit from an instructional social skills program on their regular school campus. The students remain in the program for a minimum of 6 weeks or until successful completion of the program. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring about improvement in a student's behavioral problem. The JCEP Committee meets weekly to discuss referrals, progress of current students and projected exists. Once the criteria for exit are completed, the JCEP Committee will discuss the possible exit of the student, based on the progress noted. Exit criteria are based strictly on behavioral needs and progress regarding referral concerns. Academics are addressed in small groups, with an instructor, on academic lessons planned by the JCEP teacher.

The teachers at JCEP may utilize varied materials when it appears that a student is not working on grade level, as part of the remediation process. Promotion and retention follow normal parish procedures through the home school building level committee.

2. Juvenile Continuing Education Program (JCEP) – Ages 12-17

The Juvenile Continuing Education Program is designed as an alternative to the regular educational program for students ages 12 through 17 years old. The primary goal is to provide students who have been expelled from the regular school the opportunity to continue their education in an alternative setting. The program excludes students who have been expelled for possession of firearms, distribution of drugs, or assault of school personnel. Special education students may be placed in JCEP as a result of an IEP meeting (students returning from treatment facilities, recommendations from other agencies/programs, FINS, courts, Interagency Service Coordination). Academic instruction is primarily individualized with academic lessons planned by the JCEP teacher in alignment with the lessons and activities of the home school teacher. It also provides behavioral instruction designed to correct the behaviors which resulted in the child's expulsion. For students in Grades 5-8, successful completion of program standards and student work will determine the students' grades and promotion. In grades 9-12, grades will be issued as per school board policy. Students may return to the regular education program at the end of the expulsion term, contingent upon successful completion of JCEP.

Deviation from State Standards for the JCEP Program:

As per the guidelines for program of operation, the following state standards deviations have been approved by the State Department of Education:

- Standard 2.037.08; 2.037.09: Because students will be referred from several grade levels, more than two grade levels/subject areas may be represented in the class at any one time.
- Standard 2.090.00: Since the program will serve out of school (expelled) students, curricular and time requirements will be adapted to the unique needs of the students.
- Standard 2.016.00: Selection of teachers will be based on their ability to work with students with behavior and academic problems rather than areas of certification.

3. Juvenile Training Center Alternative School

The St. Martin Parish Juvenile Training Center Alternative School is located within the St. Martin Parish Juvenile Training Center. The school's purpose is to provide a short-term continuing education program for all detained youth of the Sixteenth Judicial District and other jurisdictions of the state housed in the facility.

These students will have been adjudicated through the court system. Students between the ages of 11 and 17 will be served in this facility.

Because of the transitional nature of the school population and the short-term stay of many of the juveniles, the educational program will be structured differently than regular schools. Instruction will be individualized to fit the functional level and needs of the students as determined by available records from the home schools and assessment by the facility and staff. Computers will be used in instruction.

Two program options will be utilized in the alternative school. Students will either be placed in a general curriculum program or a GED program. Option 1, Regular Curriculum Program is designed to continue the education of the student according to the regular school curriculum and to work toward a high school diploma. Modifications in course offerings will be dependent upon the specific courses in which the student was enrolled and the feasibility of course offerings. This option will address the state and district content standards in attempt to prepare students for re-entry into the school and pursuit of graduation. Option 2 GED Program, will place students in either a pre-GED or GED curriculum. This option is designed for students who were either not enrolled in a curriculum program designed to earn a diploma. These students will have previously been enrolled in a GED type of curriculum (GED or Pre-GED) prior to entering the alternative school or they are now eligible to participate in GED. Option 2 will be designed to prepare students for a high school equivalency diploma.

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent.

Students who are 16 or 17 years of age may be recommended through counseling by the school's principal, guidance counselors, teachers and the Supervisor of Child Welfare and Attendance for participation in the Adult Education Program. Students referred by the local school system enter the program on a voluntary basis.

Students may also be adjudicated to the Adult Education Program through the court system. Once a student is referred to the St. Martin Parish Adult Education Program, placement of the student becomes the sole responsibility of the Adult Education Program.

J. Review of Placement

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

The superintendent or his designee shall meet with all principals, explain all policies, and ensure their uniform administration. The principal shall be responsible for

monitoring promotion and placement decisions in the individual school. The central office staff shall monitor parish-wide to ensure uniformity of promotion and placement procedures by periodically reviewing promotion and placement decisions.

A student, parent/guardian, teacher, superintendent, or school board may request through the principal a review of a student's placement. Parent/guardian review of personal records will be limited to his child's only. If no consensus is reached, an appeal may be made according to the due process procedures listed in Section L.

LIMITED ENGLISH PROFICIENT STUDENTS

When enrolled, a limited/non English proficient student may be inappropriately placed because of a language barrier. Placement of these students will be reviewed by the School Building Level Committee. The committee will recommend proper placement based on the assessment results, classroom performance, the results of teacher made tests, and the results of the parish CRT.

STUDENTS IN THE SBLC PROCESS FOR GIFTED DETERMINATION

Students remain in their current placement until a 1508 gifted evaluation is completed. St. Martin Parish policy does not allow early entrance of students not yet identified.

K. Records and Reports

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

A cumulative file shall be opened on each child upon entry into a school and maintained through the termination of his schooling. The following records shall be kept in this file:

1. Final course grades and annual attendance records
2. A test record card with the following scores:
 - a. Louisiana Educational Assessment Program (NRT and CRT)
 - b. Local criterion referenced tests/assessment results
 - c. Kindergarten screening
3. Information or reasons for student placement
4. Information on the outcome of student participation in remedial and alternative programs
5. A copy of the letter informing parents of either placement of a student in or removal of the student from either a compensatory or remedial program
6. A copy of parent's written consent for either the student to be placed in or

removed from an alternative to a regular placement.

7. A copy of parent's refusal to allow student to participate in a LEAP remedial program or LEAP remedial program
8. A statement/form indicating a School Building Level Committee decision for placement. A copy of the form informing parents of the decision for retention and of the system's due process procedures relating to placement decisions.

Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973.

Special education documents as specified in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application, shall be maintained in a separate confidential file in accordance with State Department regulations.

All records on students may be maintained for a six year period. After six years, all records with the exception of academic records (cumulative card) may be purged from the child's folder. Pertinent records regarding SBLC, IEP, IAP, and IHP documentation should remain on file for a period of 5 years beyond the student's exit.

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - a. Regular education students

Parents/guardians, teachers or students questioning grade placement are entitled to due process according to the procedures enumerated below.

LEVEL ONE: INFORMAL HEARING

Any complainant who has a grievance about placement shall discuss it with the principal or teacher(s)

LEVEL TWO: FORMAL GRIEVANCE

If as a result of the informal discussion, the matter is not resolved, the complainant can initiate a grievance in writing to the principal within five (5) working days, giving the full details of his complaint. The principal shall communicate his decision to the grievant in writing within three working days of the receipt of the written grievance.

LEVEL THREE: THE APPEAL COMMITTEE

If the grievance remains unresolved, the grievant, no later than five working days after receipt of the decision may request a hearing by the Placement Committee. The committee will be appointed by the Superintendent and will consist of the Director of Curriculum, the level supervisor, a level principal, and a level teacher.

LEVEL FOUR: ADMINISTRATIVE REVIEW

If the grievant disagrees with the decision of the Placement Committee, he/she may appeal to the Superintendent through a written request. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.

b. Student with disabilities

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. In the case of students with disabilities, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

c. Section 504 students

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. Please refer to the St. Martin Parish 504 Handbook for specific details.

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

N. Science Education Act

1. Each LEA is required to have a policy regarding the implementation of the Science Education Act. (Bulletin 741 §337 C. 18; §2304) Include the policy for your district.

St. Martin Parish will adhere to the State guidelines regarding the Science Education Act as stated in Bulletin 741 §2304 (LR 36:483 Amended March 2010)

O. PLACEMENT POLICIES: LOCAL OPTION

Local placement policies have been addressed in Section III, Subsection B of this plan.

A. Legislative Guidelines

1. The district has developed a local criterion-referenced testing program for local assessment use (Act 621; R.S. 17:391.7 (G) and Act 750; R.S. 17:24 (H).
2. Content standards approved by the SBESE (Act 750; R.S. 17:24 (G) are in place within the district for grades K-12.
3. Statewide curricular standards for required subjects are in place within the district's curriculum, as part of the competency-based education plan (Act 750; R.S. 17:24.4 (E) and (G).

SECTION IV

REMEDIATION

Legal Authorization

R.S. 17:24.4(G) provides that those students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational

Assessment Program shall receive remedial education programs that comply with regulations adopted by the State Board of Elementary and Secondary Education.

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

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

Purpose

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

State Mandatory Requirements

Any public elementary or secondary student, including a student with a disability participating in LEAP, who does not meet the performance standards established by the Department and approved by the State Board, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
 - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.
 - All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.

- Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4th and 8th grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

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

Local Program Development and Evaluation

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

The following questions will provide information regarding the remediation plan determined by the Local Education Agency (LEA). Please provide your response

following each question using blue font. Do not delete any questions or leave questions unanswered.

I. School Year Remediation Program

A. Program Objectives

- 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).
- Students who did not meet proficiency levels on the LEAP tests administered in grades 4 and 8 shall be provided with instruction in each skill area identified as deficient on the Individual Student Report.
- Of the students not meeting proficiency levels on the LEAP tests in grades 4 and 8, 50% will achieve the state required proficiency levels on retaking the tests when administered by the state in the summer 2007, while 75% will show improved scores.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.

Any student who does not meet the performance standards established by the Department and approved by the BESE on the state criterion referenced tests shall be provided with remedial education. Students shall be identified through the REMEDIATION REPORT. A copy of this report shall be kept on file in the Central Office and in the principal's office at each school.

Each identified student shall receive remediation. Provisions shall be made to serve students during the regular school day and/or through extended day/week programs.

Special education students who's IEP addresses the area(s) needing remediation are served through the special education program and may also be served through the regular education remediation program.

2. Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

For extended day tutoring sessions, class size shall not exceed twenty to one. Extended sessions may be held at each of the schools.

In elementary classes in which the regular classroom teacher provides remediation, grouping and individualized instruction shall be used to reduce class size and meet the needs of remedial students.

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

For extended day tutorial programs, the number of hours will be set by the teachers and school administrator and will be determined by student need.

In cases where the regular education or special education teacher provides remediation during the regular school day, instructional time shall not be specified. Teachers will be responsible for addressing each skill area identified as deficient, and for documenting both the teaching and mastery of those skills. Maintenance of skill mastery will be ongoing through the regular instructional program.

4. Approximately when will the school year intervention/remediation programs begin in your district?

Extended day remediation programs will begin during the last week of September and extend through the month of May for any students not meeting the state standard of Basic/Approaching Basic in ELA and math on the LEAP in grades 4 and 8. Students will also be provided instruction in the areas of science and social studies during the extended day remedial programs.

5. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the school year intervention/remediation.

Remedial teachers shall meet the certification requirements according to Bulletin 746 appropriate to the area in which they are teaching.

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

- **STUDENT PROFILE:** The Remedial Education Student Profile for the LEAP, provided by the LDE shall be used by the district for providing remediation for each eligible student. Instruction shall address those skills/areas identified as deficient as well as necessary prerequisite skills. The Individual Student Report will be utilized to identify specific skill deficiencies and to record student progress in terms of skill mastery.
- Coordination and communication shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction.

- **INSTRUCTION**

- **METHODOLOGIES TO BE USED:** A diagnostic prescriptive approach to instruction will be implemented. Instruction will be devoted to remediation of deficient skills and their prerequisites as identified on the Profile form.
- Instruction will be correlated as closely as possible with the core programs being taught in the regular class. Direct instructional activities using both basal and supplementary materials will be aimed at the teaching of skills in context rather than isolation. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program. Ongoing testing to identify skills to determine student mastery will be maintained using teacher made, parish developed, and/or basal/commercial tests.
- **PROGRAM STRUCTURES:** A variety of program structures will be implemented depending upon the grade level and make up of the school. Listed below are possible program structures which will be considered.
- **GRADE 4 AND 8**
 - After School Tutorial Program - In some cases, a tutorial program may be implemented using certified teachers who are regularly employed at the school.

- All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
- Regular Education Program - The regular education teacher will provide remedial assistance within the regular instructional program. In such cases, able funds will be used to provide additional materials of instruction and equipment for use by eligible students.
- Beginning in the fall of 2000, remediation shall be provided to students who score at the *Unsatisfactory* level on the LEAP science and social studies tests.
- Beginning in the fall of 2000, remediation shall be offered for students who score at the *Approaching Basic* level on the LEAP in English language arts, mathematics, science, or social studies tests.
- Instruction shall include but are not be limited to the philosophy, the methods, and the materials included in the district's curricula that are based upon State Content Standards in English language arts, mathematics, science, and social studies (Board Policy 3.01.08)
- 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).

DESCRIPTION OF COURSE CONTENT TO BE TAUGHT

Course content will be based on the State approved Comprehensive Curriculum, Grade Level Expectation, and local supplemental curriculum for each subject area.

Specific instruction for each student will be based on the Remedial Education Student Profile indicating those skill areas in which the student did not meet proficiency levels. Instruction shall also include prerequisite skills as needed.

STUDENT ASSESSMENT

Student assessment will be ongoing throughout the remediation program and shall include teacher made tests. The St. Martin Parish CRT's and remedial tests, based on state content standards, and tests issued by the Region IV Regional Service Center, as well as other tests which may be developed for this purpose, may serve mastery criteria in determining the extent of student achievement in deficient skills. A performance level of 70% shall be considered mastery.

In addition, for those students retained in grades 4 and 8, the results of the LEAP CRT's may also be used to assess student achievement.

Records of student performance shall be maintained and documented on the appropriate forms, including the Individual Student Report.

After a student has demonstrated mastery of all skills listed as deficient, he/she shall continue in the program for maintenance purposes. The amount of time required shall be based on student need and shall be determined by the teacher/tutor.

6. Describe the form of documentation collected from students'/parents' who refuse school year remediation services.

Students and parents who refuse to accept remediation shall be required to sign a statement verifying their refusal. The signed statement shall be placed in the students' cumulative record.

C. Coordination of Funds

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

Formal and informal communication between teachers will occur before, after, and during the school day in school where planning time is provided. In the case of Special Education, the coordination procedures normally used shall suffice.

Coordination of funding sources will occur as teachers from the various programs working with identified students address the deficient skill areas.

D. Evaluation

Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

EVALUATION PLAN

The program evaluation shall address the following areas and evaluation questions:

PROGRAM IMPLEMENTATION/INSTRUCTION

- Did the St. Martin Parish remedial education program provide services to all eligible students?
- Did the St. Martin Parish remedial education program function within the state guidelines and program outline listed in the St. Martin Parish Pupil Progression Plan?

STUDENT ACHIEVEMENT

- Did the students participating in the program receive instruction in all deficient skills identified on their Remedial Education Profile?
- What is the extent of growth and achievement by participating students in the identified skills?

Documentation may include:

- Remedial Education Student Profile for each student
- Results of tests used for determining skill mastery
- Results of LEAP tests administered in grades 4 and 8 for students repeating those grade levels

II. Summer Remediation Program

A. Program Objectives

- 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).
- Students who did not meet proficiency levels on the LEAP tests administered in grades 4 and 8 shall be provided with instruction in each skill area identified as deficient on the Individual Student Report.
- Of the students not meeting proficiency levels on the LEAP tests in grades 4 and 8, 50% will achieve the state required proficiency levels on retaking the tests when administered by the state in the summer of 2008, while 75% will show improved scores.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Any student who does not meet the performance standards established by the Department and approved by the BESE on the state criterion referenced tests shall be provided with remedial education. Students shall be identified through the REMEDIATION REPORT. A copy of this report shall be kept on file in the Central Office and in the principal's office at each school.

Each identified student shall receive remediation. Provisions shall be made to serve students during the regular school day and/or through extended day/week programs.

Special education students who's IEP addresses the area(s) needing remediation are served through the special education program and may also be served through the regular education remediation program.

2. Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

For extended day tutoring sessions, class size shall not exceed twenty to one. Extended sessions may be held at each of the schools.

In elementary classes in which the regular classroom teacher provides remediation, grouping and individualized instruction shall be used to reduce class size and meet the needs of remedial students.

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

A minimum of 50 hours per subject of summer remediation in English/language arts and mathematics and the end-of-summer retest shall be offered by school systems at no cost to 4th grade public school students who score at the *Approaching Basic or Unsatisfactory* level and to 8th grade students who scored at the *Unsatisfactory* level or to those students who did not take the spring test.

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

Remedial teachers shall meet the certification requirements according to Bulletin 746 appropriate to the area in which they are teaching.

5. Describe the materials and methodology to be used throughout the district in summer remediation.

- **STUDENT PROFILE:** The Remedial Education Student Profile for the LEAP, provided by the LDE shall be used by the district for providing remediation for each eligible student. Instruction shall address those skills/areas identified as deficient as well as necessary prerequisite skills. The Individual Student Report will be utilized to identify specific skill deficiencies and to record student progress in terms of skill mastery.
- Coordination and communication shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction.

- **INSTRUCTION**

- **METHODOLOGIES TO BE USED:** A diagnostic prescriptive approach to instruction will be implemented. Instruction will be

devoted to remediation of deficient skills and their prerequisites as identified on the Profile form.

- Instruction will be correlated as closely as possible with the core programs being taught in the regular class. Direct instructional activities using both basal and supplementary materials will be aimed at the teaching of skills in context rather than isolation. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program. Ongoing testing to identify skills to determine student mastery will be maintained using teacher made, parish developed, and/or basal/commercial tests.
- PROGRAM STRUCTURES: A variety of program structures will be implemented depending upon the grade level and make up of the school. Listed below are possible program structures which will be considered.
- GRADE 4 AND 8
 - All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
 - Regular Education Program - The regular education teacher will provide remedial assistance within the regular instructional program. In such cases, able funds will be used to provide additional materials of instruction and equipment for use by eligible students.
 - LEAs 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 Grade 4 students who did not take the spring LEAP tests or who failed to achieve the *Basic/Approaching Basic* combination on the spring tests and Grade 8 students who did not take the spring LEAP or score at the *Unsatisfactory* level on the spring tests.
 - Students with disabilities who participate in LEAP Alternate Assessment (LAA) are eligible to attend the LEAP summer remediation programs.
 - Beginning in the fall of 2000, remediation shall be

provided to students who score at the *Unsatisfactory* level on the LEAP science and social studies tests.

- Beginning in the fall of 2000, remediation shall be offered for students who score at the *Approaching Basic* level on the LEAP in English language arts, mathematics, science, or social studies tests.
- Instruction shall include but not be limited to the philosophy, the methods, and the materials included in the district's curricula that are based upon State Content Standards in English language arts, mathematics, science, and social studies (Board Policy 3.01.08)
- 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).

DESCRIPTION OF COURSE CONTENT TO BE TAUGHT

Course content will be based on the State approved Comprehensive Curriculum, Grade Level Expectation, and local supplemental curriculum for each subject area.

Specific instruction for each student will be based on the Remedial Education Student Profile indicating those skill areas in which the student did not meet proficiency levels. Instruction shall also include prerequisite skills as needed.

STUDENT ASSESSMENT

Student assessment will be ongoing throughout the remediation program and shall include teacher made tests. The St. Martin Parish CRT's and remedial tests, based on state content standards, and tests issued by the Region IV Regional Service Center, as well as other tests which may be developed for this purpose, may serve mastery criteria in determining the extent of student achievement in deficient skills. A performance level of 70% shall be considered mastery.

In addition, for those students retained in grades 4 and 8, the results of the LEAP CRT's may also be used to assess student achievement.

Records of student performance shall be maintained and documented on the appropriate forms, including the Individual Student Report.

After a student has demonstrated mastery of all skills listed as deficient, he/she shall continue in the program for maintenance purposes. The amount of time required shall be based on student need and shall be determined by the teacher/tutor.

6. Describe the form of documentation collected for students' and parents' who refuse summer remediation services.

Students and parents who refuse to accept remediation shall be required to sign a statement verifying their refusal. The signed statement shall be placed in the students' cumulative record.

C. Coordination of Funds

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

Formal and informal communication between teachers will occur before, after, and during the school day in school where planning time is provided. In the case of Special Education, the coordination procedures normally used shall suffice.

Coordination of funding sources will occur as teachers from the various programs working with identified students address the deficient skill areas.

D. Evaluation

Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.

EVALUATION PLAN

The program evaluation shall address the following areas and evaluation questions:

PROGRAM IMPLEMENTATION/INSTRUCTION

- Did the St. Martin Parish remedial education program provide services to all eligible students?
- Did the St. Martin Parish remedial education program function within the state guidelines and program outline listed in the St. Martin Parish Pupil Progression Plan?

STUDENT ACHIEVEMENT

- Did the students participating in the program receive instruction in all deficient skills identified on their Remedial Education Profile?
- What is the extent of growth and achievement by participating students in the identified skills?

Documentation may include:

- Remedial Education Student Profile for each student
- Results of tests used for determining skill mastery
- Results of LEAP tests administered in grades 4 and 8 for students repeating those grade levels

III. GEE Remediation

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.

Please describe the GEE remediation provided for students. Include the following:

A. Program Objectives

1. To improve student achievement in the grade appropriate skills identified as deficient on the State's criterion-referenced testing program for the Graduation Exit Examination (R. S. 17:395 B and SBESE Policy).
2. Students who did not meet proficiency levels on the LEAP tests administered in grades 10, and 11, shall be provided with instruction in each skill area identified as deficient on the Individual Student Report.

3. Of the students not meeting proficiency levels on the LEAP Graduation Exit Exam, 50% will achieve the state required proficiency level on retaking the test administered by the State in June 2007, October 2007, March 2008, or July 2008 while 75% show improved scores.

B. Program Description

1. Student selection criteria

Any student who does not meet the performance standards established by the Department and approved by the BESE on the state criterion referenced tests shall be provided with remedial education. Students shall be identified through the REMEDIATION REPORT. A copy of this report shall be kept on file in the Central Office and in the principal's office at each school.

Each identified student shall receive remediation. Provisions shall be made to serve students during the regular school day and/or through extended day/week programs.

Special education students who's IEP addresses the area(s) needing remediation are served through the special education program and may also be served through the regular education remediation program.

2. Pupil/Teacher ratio

For extended day tutoring sessions, class size shall not exceed twenty to one. Extended sessions may be held at each of the schools.

Alternative methods of instruction such as grouping and individualized instruction shall be used to reduce class size and meet the needs of remedial students.

3. Instructional time

For extended day tutorial programs, the number of hours will be set by the teachers and school administrator and will be determined by student need.

In cases where the regular education or special education teacher provides remediation during the regular school day, instructional time shall not be specified. Teachers will be responsible for addressing each skill area identified as deficient, and for documenting both the

teaching and mastery of those skills. Maintenance of skill mastery will be ongoing through the regular instructional program.

A minimum of 50 hours per subject of summer remediation in English/language arts, mathematics, science and social studies and the end-of-summer retest shall be offered by school systems at no cost to public school students who fail to meet the state standard on the GEE.

4. Selection criteria for teachers and/or paraprofessionals

Remediation teachers shall meet the certification requirements according to Bulletin 746 appropriate to the area in which they are teaching.

5. Materials and methodology to be used

- **STUDENT PROFILE:** The Remedial Education Student Profile for the LEAP/GEE, provided by the LDE shall be used by the district for providing remediation for each eligible student. Instruction shall address those skills/areas identified as deficient as well as necessary prerequisite skills. The Individual Student Report will be utilized to identify specific skill deficiencies and to record student progress in terms of skill mastery.
- Coordination and communication shall occur on a regular basis among all who provide instruction for a student receiving remedial instruction.

• **INSTRUCTION**

- **METHODOLOGIES TO BE USED:** A diagnostic prescriptive approach to instruction will be implemented. Instruction will be devoted to remediation of deficient skills and their prerequisites as identified on the Profile form.
- Instruction will be correlated as closely as possible with the core programs being taught in the regular class. Direct instructional activities using both state adopted texts and supplementary materials will be aimed at the teaching of skills in context rather than isolation. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program. Ongoing testing to

identify skills to determine student mastery will be maintained using teacher made, parish developed, and/or commercial tests.

- Students with disabilities who participate in LEAP Alternate Assessment (LAA) are eligible to attend the LEAP summer remediation programs.
- Instruction shall include but not be limited to the philosophy, the methods, and the materials included in the district's curricula that are based upon State Content Standards, Comprehensive Curriculum and GLEs in English language arts, mathematics, science, and social studies (Board Policy 3.01.08)
- 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).

DESCRIPTION OF COURSE CONTENT TO BE TAUGHT

Course content will be based on the State approved Comprehensive Curriculum, Grade Level Expectation, and local supplemental curriculum for each subject area.

Specific instruction for each student will be based on the Remedial Education Student Profile indicating those skill areas in which the student did not meet proficiency levels. Instruction shall also include prerequisite skills as needed.

STUDENT ASSESSMENT

Student assessment will be ongoing throughout the remediation program and shall include teacher-made, district level and commercially prepared diagnostic tests aligned to the Louisiana GLEs. Mastery will be determined based on student performance on the above mentioned tests.

6. Program type – Examples (Remediation Courses, After-school tutoring, Saturday tutoring, summer school, other)

List all that apply

- Remediation Courses – provided to 8th grade repeaters not meeting the state standard in ELA and/or math, but promoted to 9th grade under the criteria of the High Stakes Testing Policy; students must enroll in and pass a remedial course in the subject in which they scored *Unsatisfactory* on the grade 8 LEAP.
- After-School Tutoring – provided to all students, beginning in October and extending through May, not meeting the state standards for the GEE as recommended by the State and approved by BESE, in English/language arts, mathematics, science and social studies.
- Summer Remediation – 50 hours of instruction shall be provided to all students during the month of June not meeting the state standards for the GEE as recommended by the State and approved by BESE, in English/language arts, mathematics, science and social studies.

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

Students and parents who refuse to accept remediation shall be required to sign a statement verifying their refusal. The signed statement shall be placed in the students' cumulative record.

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

Formal and informal communication between teachers will occur before, after, and during the school day in school where planning time is provided. In the case of Special Education, the coordination procedures normally used shall suffice.

Coordination of funding sources will occur as teachers from the various programs working with identified students address the deficient skill areas.

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

EVALUATION PLAN

The program evaluation shall address the following areas and evaluation questions:

PROGRAM IMPLEMENTATION/INSTRUCTION

- Did the St. Martin Parish remedial education program provide services to all eligible students?
- Did the St. Martin Parish remedial education program function within the state guidelines and program outline listed in the St. Martin Parish Pupil Progression Plan?

STUDENT ACHIEVEMENT

- Did the students participating in the program receive instruction in all deficient skills identified on their Remedial Education Profile?
- What is the extent of growth and achievement by participating students in the identified skills?

Documentation may include:

- Remedial Education Student Profile for each student
- Results of tests used for determining skill mastery
- Results of the LEAP Graduation Test retake

APPENDIX A

DEFINITION OF STATE AND LOCAL TERMS

**State terms are represented by all capital letters. Local terms are represented by upper and lower case letters.*

ACCELERATION: Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a gifted student as identified according to *Pupil Appraisal Manual*.

ALTERNATE ASSESSMENT: The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

Basal Reader Placement Test: A group test which accompanies the adopted basal reading series that provides information about pupil's silent reading abilities and their specific skill strengths and weaknesses, and recommends placement at a particular level.

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COMPREHENSIVE CURRICULUM: State developed curriculum guide for the four core content areas identifying specific content standards, benchmarks, grade level expectations, activities and resources for what the students are expected to know and be able to do at the end of each grade level or course.

CONTENT STANDARDS: Broad statements of what we expect students to know and be able to do in various content areas.

Criterion Reference Tests (CRT): A test constructed specifically to a defined area and used to determine whether a learner has obtained a specific proficiency standard or level; referred to as *A* frameworks.

Exceptional Student: "Exceptional Student" is one who is evaluated in accordance with Bulletin 1706 and is determined according to *Pupil Appraisal Manual* to have an exceptionality which significantly affects educational performance to the extent that special education is needed. This definition also includes an infant or toddler with disabilities birth to three years of age who is evaluated in accordance with *Pupil Appraisal Manual*.

GRADE LEVEL EXPECTATIONS: Specific objectives stating what students should know and be able to do in each content area at the end of each grade level or content level course.

IDEIA: (Individuals with Disabilities Education Improvement Act) The federal law requiring the education of all children who are disabled according to Louisiana *Pupil Appraisal Manual*.

Inclusion Classroom: A classroom where both regular education students and special needs students access the general curriculum. Support is provided by the special needs education teacher.

IEP: An individualized education program which sets the approach which will be taken to ensure that the child will be provided an appropriate, free public education.

IEP Placement Committee: For an exceptional child who has been evaluated for the first time, the school system shall ensure that each IEP/Placement meeting includes the following participants:

- An officially designated representative of the school system, other than the child's teacher, who is qualified to provide or supervise the provision of special education. This person shall also be knowledgeable about the placement options and shall have the authority to commit the school system's resources to implement the IEP;
- The child's regular education and special education teacher;
- One or both of the child's parents, subject to 443;
- The child, where appropriate;
- Other individuals at the discretion of the parent or school system;
- The evaluation coordinator, or a member of the evaluation team which evaluated the child, unless some other person is present at the meeting who is knowledgeable about the evaluation procedures used with that child and is familiar with the results of that particular evaluation.

Informal Reading Inventory: A process of determining the independent, instructional, and frustration reading levels of a student by using a selection of samples from a graded reading series at varying levels of difficulty.

LEAP SUMMER REMEDIATION PROGRAM: The summer school remediation program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English language arts or mathematics.

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM (LEAP): The state 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, the Graduation Exit Examination (English language arts, mathematics, science, and social studies) and the **LEAP Alternate Assessment (LAA-1 and LAA-2)**.

Limited English Proficiency and Limited English Proficient: When used with reference to an individual means:

- Individuals who were not born in the United States or whose native language is a language other than English
- Individuals who come from environments where a language other than English is dominant, and
- Individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Multidisciplinary Team: A group of persons, certified as qualified examiners by the Louisiana State Department of Education, drawn from different disciplines, appropriate to a complete assessment of the suspected exceptionality.

Kindergarten Checklist: A checklist of skills based on kindergarten content level standards as listed in the state language arts and mathematics curriculum guides.

PROMOTION: A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.

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 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.

Reading Level: Reading level is determined by the textbook being used by the pupil for instructional purposes. Placement in a given level is determined by one or more of the following administration of an informal reading inventory, administration of a basal reader placement test, teacher judgment based on student performance. Satisfactory performance at a particular level is

determined by results of basal formative and summative tests, and student performance in other basal related materials.

To insure uniform interpretation of reading level defined in the promotional policies, the following relation should exist between minimum reading level (Bulletin 1588) and placement in the basal test:

Grade 1.....	Should reach Level 4 in Roots or complete* the Grade 1 series in the Houghton Mifflin basal
Grade 2.....	Should complete 2.1
Grade 3.....	Should complete 3.1
Grade 4.....	Fourth Reader, Complete
Grade 5.....	Fifth Reader, Complete
Grade 6.....	Sixth Reader, Complete
Grade 7.....	Seventh Reader, Complete
Grade 8.....	Eighth Reader, Complete

* Completion of basal must be at the satisfactory level.

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.

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

Remedial Teacher: A certified teacher who provides remedial assistance to identified students in the areas of reading and math.

REMEDICATION: See Remedial Programs.

Resource Room Resource room is a type of alternative setting for special education and related services designed or adapted as a location where exceptional children may receive all or a part of the special education required by their IEP, and in which all of the following exist:

- The pupil/teacher ratios established in Bulletin 1706 are used;
- Instruction is provided for not more than 12 students whose exceptionalities are not severe or low incidence impairments for any one hour of certified IEP time units for elementary grades and not more than 14 students for departmentalized programs;
- Special education is provided by a teacher certified generically or in the area of exceptionality for which special education is provided
- No child shall be enrolled for more than 60% of the student's total instructional day.

RETENTION: Non-promotion of a pupil from a lower to a higher grade.

Self-Contained Special Education Class: A level of services provided to special needs students that exceed 60% of the instructional day. The number of students within the class must be consistent with the pupil/teacher ratio listed in Bulletin 1706:

- A child may be released during the school day to receive special education and related services consistent with the child's IEP;
- Special education is provided by a teacher or teachers certified generically or in the area of exceptionality served.

School Building Level Committee: A committee composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when the student is being considered for a *Pupil Appraisal Handbook* evaluation. When applicable, the school building administrator and the parent will also serve as members of the committee. The committee shall serve as a day to day problem solving group for teachers in the school. The function of the committee is to help teachers cope with children who are having learning and/or behavioral problems. The goal of the SBLC is to obtain more efficient and effective delivery of special help to students. SBLC will serve as the Committee of Knowledgeable Persons for the implementation of Section 504, Bulletin 1903, and IDEA-R. In determining program eligibility, the committee will follow the procedures outlined in the St. Martin Parish School Building Level Committee Process Guide.

Tutor: A certified teacher or paraprofessional who provides remedial assistance to identified students.

Tutorial Program: A program designed to provide remedial assistance to identified students.

Links to Policies

1. State Criteria for LAA-1

<http://www.louisianaschools.net/ide/saa/787.html>

2. State Criteria for LAA-2

<http://www.louisianaschools.net/ide/saa/2221.html>

3. State High Stakes Testing Policy –

<http://www.louisianaschools.net/lde/uploads/1603.pdf>