

**ST. MARTIN PARISH
SPECIAL SERVICES**

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**OPERATIONS MANUAL
2020-2021**

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IMPORTANT DATES

- * Special Services Representatives meet on most Thursdays throughout the school year at 2:00 p.m. at the Federal Programs and Technology Annex. First meeting to be held on Thursday, August 27, 2020 and ending on Thursday, May 27, 2021.
- * Audiology clinics are held on Tuesdays and Thursdays at the Federal Programs and Technology Annex.
- * Child Count due to Federal Programs and Technology Annex by Thursday, October 8, 2020 for the October 1 IDEA child count and by Thursday, February 4, 2021 for the February 1 MFP child count.
- * SSR checkout to be held on May 27, 2021 at the Federal Programs and Technology Annex.

2018-2019 State Performance Profile

ST. MARTIN PARISH

Total Public Population: 7816



Louisiana's State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress.

This Performance Profile is Louisiana's way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ~ indicates less than ten students in a subgroup and N/A indicates no data is available.

| STUDENTS | STATE | DISTRICT |
|------------------------------|-------|----------|
| Students with Disabilities | 12.9% | 10.6% |
| Gifted and Talented Students | <5% | <5% |
| Regular Education Students | ≥80% | ≥80% |

- U Survey data are not reported, due to low response number
- ** Counts too small to evaluate or data not reported due to low response number
- * This district was not monitored during the school year

GRADUATION WITH A HIGH SCHOOL DIPLOMA – INDICATOR 1 (COHORT GRADUATION RATE)

| SPECIAL EDUCATION | | GENERAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|-------------------|----------|------------------------|
| STATE | DISTRICT | STATE | DISTRICT | |
| 59.3% | 51.2% | 81.4% | 81.9% | ≥ 48% |

DROPPING OUT OF HIGH SCHOOL – INDICATOR 2

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|------------------------|
| STATE | DISTRICT | |
| 18.6% | 34.7% | ≤ 25% |

STATEWIDE ASSESSMENTS (ALL TESTERS & ASSESSMENT TYPES) – INDICATORS 3B & 3C

PARTICIPATION RATE

| GRADE LEVEL | MATH | | | | | ELA | | | | |
|---------------------------------|-------------------|--------------|-------------------|--------------|------------------------|-------------------|--------------|-------------------|--------------|------------------------|
| | SPECIAL EDUCATION | | GENERAL EDUCATION | | 2018-2019 STATE TARGET | SPECIAL EDUCATION | | GENERAL EDUCATION | | 2018-2019 STATE TARGET |
| | STATE | DISTRICT | STATE | DISTRICT | | STATE | DISTRICT | STATE | DISTRICT | |
| 3rd Grade | 98.3% | 98.5% | 97.5% | >99% | ≥ 98.8% | 98.4% | 98.5% | 97.5% | >99% | ≥ 98.8% |
| 4th Grade | 98.2% | 98.7% | 97.5% | 98.5% | | 98.3% | 98.7% | 97.5% | 98.5% | |
| 5th Grade | 98.7% | >99% | 98% | 98.6% | | 98.7% | >99% | 98% | 98.6% | |
| 6th Grade | 98.4% | 98.3% | 97.7% | 97.5% | | 98.4% | 98.3% | 97.7% | 97.4% | |
| 7th Grade | 98.1% | 98.5% | 97.4% | 97.8% | | 98.2% | 98.5% | 97.4% | 97.8% | |
| 8th Grade | 97.3% | 97.9% | 96.9% | 97.2% | | 97.4% | 97.9% | 97.1% | 97.2% | |
| 10th Grade | 92.1% | 86.7% | 95% | 94.3% | | 90.6% | 85.3% | 90.7% | 92.1% | |
| Total Participation Rate | 97.5% | 97.9% | 97.2% | 97.7% | | 97.4% | 97.7% | 96.6% | 97.4% | |

PROFICIENCY RATE

| GRADE LEVEL | MATH | | | | | ELA | | | | |
|-------------------------------|-------------------|--------------|-------------------|--------------|------------------------------|-------------------|--------------|-------------------|--------------|------------------------------|
| | SPECIAL EDUCATION | | GENERAL EDUCATION | | 2018-2019 STATE TARGET | SPECIAL EDUCATION | | GENERAL EDUCATION | | 2018-2019 STATE TARGET |
| | STATE | DISTRICT | STATE | DISTRICT | | STATE | DISTRICT | STATE | DISTRICT | |
| 3rd Grade | 45.1% | 60.9% | 69.8% | 80.9% | ≥ 41.7% | 46.2% | 51.6% | 69.7% | 70.2% | ≥ 43% |
| 4th Grade | 39.7% | 45.9% | 68.6% | 79% | | 43.3% | 50% | 71.6% | 71.6% | |
| 5th Grade | 34.3% | 47.3% | 63.3% | 66.4% | | 40.4% | 50.5% | 70.7% | 62.9% | |
| 6th Grade | 28.9% | 43.9% | 62.1% | 60% | | 32.3% | 52.6% | 67.4% | 65.4% | |
| 7th Grade | 31% | 28.8% | 61.8% | 54.9% | | 36.1% | 27.3% | 71.7% | 58.7% | |
| 8th Grade | 29% | 39.1% | 58.5% | 58.6% | | 37.3% | 60.9% | 72.2% | 72.7% | |
| 10th Grade | 39% | 30.8% | 69% | 73% | | 39.7% | 48.3% | 73.5% | 80.3% | |
| Total Proficiency Rate | 35.3% | 43.9% | 64.7% | 67.5% | | 39.4% | 48.2% | 70.9% | 68.4% | |

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATORS 4A

4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|---------------------------|
| STATE | DISTRICT | |
| | No | No |

DISCIPLINE (GREATER THAN 10 DAYS) – INDICATOR 4B

4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs the result of inappropriate policies/practices/procedures?

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|---------------------------|
| STATE | DISTRICT | |
| | No | No |

EDUCATIONAL ENVIRONMENT (AGES 6-21) – INDICATOR 5

Inside Regular Class 80% or more of the day

Inside Regular Class less than 40% of the day

Served in separate schools, residential facilities, or homebound or hospital placements

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|---------------------------|
| STATE | DISTRICT | |
| 61.8% | 67% | ≥ 64.0% |
| 14.6% | 12.3% | ≤ 13.5% |
| ≤1.3% | <5% | ≤ 1.3% |

EDUCATIONAL ENVIRONMENT (AGES 3-5) – INDICATOR 6

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|---------------------------|
| STATE | DISTRICT | |
| 18.1% | <5% | ≥ 31% |
| <5% | <5% | ≤ 2.9% |

OUTCOMES FOR PRESCHOOL CHILDREN WITH IEPs – INDICATOR 7

Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

Percent of children who were functioning within age expectations by the time they exited:

Positive social-emotional skills

Acquisition and use of knowledge and skills

Appropriate behaviors to meet needs

| SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|-------------------|----------|---------------------------|
| STATE | DISTRICT | |
| 68% | 73.3% | ≥ 72.5% |
| 72.7% | 76.5% | ≥ 73.5% |
| 59.2% | 82.4% | ≥ 76.5% |
| 50.7% | 56.5% | ≥ 66.5% |
| 55.3% | 56.5% | ≥ 59.5% |
| 44.7% | 60.9% | ≥ 71.5% |

| PARENTAL INVOLVEMENT – INDICATOR 8 | SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|---|-------------------|----------|---------------------------|
| | STATE | DISTRICT | |
| Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities | 85.7% | 84.6% | ≥ 83.5% |

| DISPROPORTIONALITY – STUDENTS WITH DISABILITIES (AGES 6-21) – INDICATOR 9 | SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|--|-------------------|----------|---------------------------|
| | STATE | DISTRICT | |
| Is the disproportionate representation of racial and ethnic groups in special education and related services the result of inappropriate identification? | | No | No |

| DISPROPORTIONALITY – DISABILITY CATEGORY (AGES 6-21) – INDICATOR 10 | SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|--|-------------------|----------|---------------------------|
| | STATE | DISTRICT | |
| Is the disproportionate representation of racial and ethnic groups in specific disability categories the result of inappropriate identification? | | No | No |

| EVALUATION TIMELINES – INDICATOR 11 | SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|--|-------------------|----------|---------------------------|
| | STATE | DISTRICT | |
| Initial evaluations completed in timelines | >99% | >99% | 100% |

| EFFECTIVE TRANSITION – INDICATORS 12, 13, 14 | SPECIAL EDUCATION | | 2018-2019 STATE TARGET |
|---|-------------------|----------|---------------------------|
| | STATE | DISTRICT | |
| Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday | 93.2% | >99% | 100% |
| Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals | >99% | >99% | 100% |
| Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: | | | |
| Enrolled in higher education within one year of leaving high school | 39.7% | 30.2% | ≥ 39% |
| Enrolled in higher education or competitively employed within one year of leaving high school | 79.3% | 76.7% | ≥ 84% |
| Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school | 89.8% | 86% | ≥ 96% |

STATE PERFORMANCE PLAN INDICATORS

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SIS, cohort graduation rate (post-appeals)
2. **Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out. This metric is a lag indicator, meaning that data is one-year older than the SY under review.
Data Source: SER, IDEA exit count
3. **Statewide Assessment Participation and Performance**
 - a. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
 - b. **Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).*Data Source: Assessment data from Spring test results. Proficient is a score of Basic or above for statewide assessments, and Meets Standards or above for LEAP Connect/LAA 1.*
4. **Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
 - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%. This metric is a lag indicator, meaning that data is one-year older than the SY under review.*Data Source: Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.*
5. **Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
 - a. Inside the regular class 80% or more of the day
 - b. Inside the regular class less than 40% of the day
 - c. In separate schools, residential placements, or homebound or hospital placements*Data Source: IDEA Data Tables (excluding nonpublic)*
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
 - a. Attending a regular early childhood program
 - b. Attending separate special education class, separate school, or residential facility*Data Source: IDEA Data Tables (excluding nonpublic)*
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
 - a. Positive social-emotional skills
 - b. Acquisition and use of knowledge and skills
 - c. Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program*Data Source: Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.*
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
Data Source: LDOE Parent Survey
9. **Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
10. **Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.
Data Source: Monitoring/review results
11. **Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.
Data Source: SER, Evaluation Compliance Statewide Summary Report
12. **Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
Data Source: SER, Part C Transition Report
13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
Data Source: SER, Post School Transition Report
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - a. Enrolled in higher education within one year of leaving high school
 - b. Enrolled in higher education or competitively employed within one year of leaving high school
 - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.*Data Source: Districts collect post school data through phone or mail surveys*

TYPES OF TEACHERS/CLASSROOMS

Teachers must be listed under one of the five categories listed below:

1. **Combination Classroom** – An alternative education setting in which the same teacher provides special education instruction for student who receive instruction in various special education settings. These settings include self-contained, resource, and regular class.
2. **Inclusion/Co-teaching-Regular Education with Supplemental Aides and Services** – A regular education setting which includes special education students (preferably no more the 5-6 sped students per regular education class). The class is co-taught by a regular education AND a special education teacher. Co-teachers should have shared planning time and employ a combination of the following co-teaching models:
 - a. **One Teach, One Observe** – One teacher observes and collects data on students, while the other teacher teaches the class (this model should not be used in isolation)
 - b. **One Teach, One Assist** – One teacher instructs the whole class, while the other assists students during instruction (this model should not be used in isolation)
 - c. **Station Teaching** – Students and teachers are arranged in stations and rotate, so that eventually all students work with each other (and if appropriate, at independent stations).
 - d. **Parallel Teaching** – Each teacher instructs half of the group for a designated period, but not the other half (in other words, groups do not rotate).
 - e. **Alternative Teaching** – A small group of students is pulled from the large group (within the classroom) to accomplish a specific instructional task (pre-teaching, remediation, enrichment, re-teaching, etc). The small grouping should not always focus on the special education students for remediation; it can be used for enrichment or specific skill practice for any student.
 - f. **Team Teaching** – The two teachers fluidly share the teaching responsibilities. For example, both may present the same lesson, but model different instructional strategies within the lesson (i.e. a math problem solved in two different ways). Or, both may facilitate cooperative learning groups.
3. **Resource Room** – An alternative education setting for special education and related services designed or adapted as a location where exceptional student may receive all or a part of the special education required by their IEP. Instruction is provided for not more than 12 students if teaching more than one subject or grade level or 16 students if departmentalized and teaching a single subject per hour. Instruction should be interventionary in nature, primarily in reading or math, and should not be used for homework completion or testing accommodations when the resource teacher has intervention scheduled for students.

4. **Self-Contained** – An alternative education setting in which special education instruction and related services are provided outside the regular classroom more the 60% of the school day. Conversely, these students attend regular classes less the 40% of their instructional day.
5. **Self-Contained Departmentalized** – An instructional setting in which all students receive instruction from more than one special education teacher and all of the students receiving services are self-contained.

**PART B. - PUPIL/TEACHER, PUPIL/SPEECH/LANGUAGE PATHOLOGIST,
PUPIL/PARAPROFESSIONAL AND PUPIL APPRAISAL RATIOS FOR PUBLIC EDUCATION**

In providing services to all identified exceptional children, the number of students in each instructional setting shall not exceed the following numbers.

| A. | Self-contained classroom | Preschool | Elem. | Sec |
|-----------|--|------------------|--------------|------------|
| | 1. Autism | 4 | 4 | 4 |
| | 2. Emotional Disturbance | | 8 | 8 |
| | 3. Blindness | 7 | 9 | 9 |
| | 4. Deafness | 7 | 9 | 9 |
| | 5. Deaf-Blindness | 4 | 4 | 4 |
| | 6. Gifted | | 25 | 27 |
| | a. Full day | 19 | | |
| | b. Half day | 23 | | |
| | 7. Hard-of-Hearing | 11 | 15 | 17 |
| | 8. Learning Disabilities | | 13 | 15 |
| | 9. Mental Disabilities | | | |
| | a. Mild | | 17 | 17 |
| | b. Moderate | | 11 | 17 |
| | c. Severe | | 9 | 9 |
| | d. Profound | | 9 | 9 |
| | 10. Mild/Moderate (Generic) | | 16 | 16 |
| | 11. Multiple Disabilities | 7 | 9 | 9 |
| | 12. Noncategorical Preschool | | | |
| | a. Mild/Moderate Functioning | | | |
| | 1. Full day | 11 | | |
| | 2. Half day | 16 | | |
| | b. Severe/Profound | | | |
| | 1. Full day | 7 | | |
| | 2. Half day | 14 | | |
| | 13. Other Health Impairments | | 17 | 17 |
| | 14. Orthopedic Impairments | 7 | 11 | 13 |
| | 15. Partial Seeing | 11 | 15 | 17 |
| | 16. <i>Speech or Language Impairment</i> | | 7 | 99 |
| | 17. Severe/Profound (Generic) | | 9 | 9 |
| | 18. Talented | | 25 | 27 |
| | 19. Traumatic Brain Injury | 7 | 9 | 9 |

B.

Preschool-Aged Students: One teacher and two para-educators for the initial six preschool students. For students functioning with the severe/profound range, there shall be one additional Para-educators for any additional group of three not to exceed two additional groups of such students. For students functioning within the mild/moderate range, the additional para-educators shall be added for each additional group of four. The maximum number of students may not exceed 12.

School-Aged Students: One teacher and two para-educators for the initial six students with sever/profound or low incidence disabilities, providing that after the initial six there shall be one additional para-educators for any additional group of three, not to exceed four additional groups of such students. The maximum number of students may not exceed 18 per unit.

PUPIL/TEACHER RATIOS

The number of students in each instructional setting (per teacher) may not exceed the following:

- | | |
|---|----|
| 1. Combination Classroom | 20 |
| 2. Inclusion | 16 |
| 3. Resource Room | 27 |
| 4. Self-Contained | |
| a. Mild/Moderate (Generic) | 16 |
| b. NCPH | 11 |
| 5. Self-Contained Departmentalized (includes resource departmentalized) | |
| a. Mild/Moderate (generic) | 58 |

NOTE:

Maximum number of students per hour (other than total pupil/teacher ratios listed above).

Resource Room – 12 per hour (maximum)

Resource Departmentalized – 16 per hour (a special education teacher teaches only a single content or subject matter)

| | | |
|---|--|----|
| C. | Resource Room (Generic or Categorical) and Itinerant Instructional Program (per teacher) | |
| | 1. Students with severe or low incidence impairments/disabilities | 10 |
| | 2. All other students with disabilities | 27 |
| | 3. Gifted or talented pupils | 30 |
| NOTE: Because of the travel requirement of the program, this range may be reduced by LEA to 10-19 when instruction is provided to "all other students with disabilities; and "gifted or talented pupils" in at least two different schools. | | |
| D. | Combination Self-contained and Resource Classroom | |
| | 1. Students with severe/low incidence impairments/disabilities | 12 |
| | 2. All other students with disabilities | 20 |
| | 3. Gifted | 22 |
| E. | Gifted or Talented Resource Center | 55 |
| F | Hospital/Homebound Instruction (per teacher) | |
| | 1. Itinerant | 10 |
| | 2. One Site | 17 |
| G. | Preschool Intervention Settings (Parent/Child Training) | |
| | 1. Intervention in the Home | 15 |
| | 2. Intervention in a School or Center | 19 |
| H. | Adapted Physical Education Instruction (per teacher) | |
| | 1. In caseloads exceeding 35 students, the total number of students identified as having a severe motor deficit shall not exceed 17. | 60 |
| | 2. Itinerant Instruction (Two or more schools) | 40 |
| I. | Instruction in Regular Classes | |
| | 1. Students with severe or low incidence impairments/disabilities | 9 |
| | 2. All other students with disabilities | 16 |
| NOTE: This ratio refers to the caseload of special education teachers who provide instruction for students with disabilities in general education settings. | | |

| J | Self Contained or Resource Departmentalized Setting | Elem. | Sec. |
|---|---|-------|------|
| | 1. Autism | 15 | 15 |
| | 2. Blindness | 33 | 33 |
| | 3. Deafness | 33 | 33 |
| | 4. Deaf-Blind | 15 | 15 |
| | 5. Emotional Disturbance | 30 | 30 |
| | 6. Gifted | 93 | 98 |
| | 7. Hard of Hearing | 58 | 63 |
| | 8. Learning Disabilities | | |
| | a. Mild | 63 | 63 |
| | b. Moderate | 43 | 63 |
| | c. Severe | 33 | 33 |
| | d. Profound | 33 | 33 |
| | 9. Mild/Moderate Generic | 58 | 58 |
| | 10. Multiple Disabilities | 33 | 33 |
| | 11. Other Health Impairments | 63 | 63 |
| | 12. Orthopedic Impairments | 43 | 45 |
| | 13. Partial Seeing | 58 | 63 |
| | 14. Speech or Language Impairments | 33 | 33 |
| | 15. Severe/Profound Generic | 33 | 33 |
| | 16. Talented | 93 | 98 |
| | 17. Traumatic Brain Injury | 33 | 33 |

II. Para-educators

Para-educators may be hired to meet the unique needs of students with exceptionalities

Speech/Language pathologists in LEAs shall be employed at the rate of one for each 30 (or major thereof) students receiving speech therapy. In determining the number of pupils, the following criteria specified in Bulletin 1508 shall be used:

1. Each student will receive speech therapy as specified in §987
2. Each speech/language pathologist shall be assigned a minimum of one student in speech therapy and shall not be assigned more than 79 points.
3. Each hour per week of pupil appraisal assessment services and/or supervision of speech/language pathologists who hold restricted license and/or supervision of speech pathology assistants shall equal one point for the purpose of determining the caseload.
Assignment of these activities shall be made by the parish supervisor.
4. The caseload shall be determined according to the following

| Service Type | Number of Points Determining Caseload |
|---------------------------------------|---------------------------------------|
| Each hour of assessment | 1 |
| Each hour of supervision | 1 |
| Each hour of consultation | 1 |
| Each student receiving speech therapy | 1 |

IV. Pupil appraisal members shall be employed by LEA at the following rate

| Public School Ratios Based on Membership | | Non-Public Ratios Based on Membership |
|---|---------------------------------|--|
| Educational Diagnosticians | 2,400 or major fraction thereof | 1:3,500 or major fraction thereof |