

**Pupil Progression Plan**  
**for**  
**Calcasieu Parish School System**

**2009-2010**

**Submitted to**  
**Louisiana Department of Education**

**August 2009**

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**FORMAL SUBMISSION STATEMENT  
Assurance Statement**

**Assurance is hereby made to the State Department of Education that the Calcasieu 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

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(Date)



## SECTION II

### STATEWIDE MANDATORY CRITERIA

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

#### **Placement and Retention Policies**

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

#### **High Stakes Testing Policy**

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

#### **A. Kindergarten and First Grade Entrance Requirements**

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:
  - a. Have attended a full-day public or private kindergarten for a full academic year; or
  - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

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

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
  - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
  - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to

this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

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

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

## **B. Kindergarten Screening**

1. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

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

## **C. Attendance Policy**

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

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

## **D. Requirements of the Louisiana Educational Assessment Program**

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the SBESE before he or she can be recommended for promotion.

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

2. Each plan shall include the statement that, in addition to completing a minimum of 23 or 24 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma.
3. No 4<sup>th</sup> or 8<sup>th</sup> grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.

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

#### **E. Elementary Program of Studies Requirements**

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

Note: Refer to *Bulletin 741*, §2313

#### **F. Carnegie Credit Time Requirements**

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

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

5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

## G. High School Graduation Requirements

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
  - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10<sup>th</sup> grade.
  - b. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
  - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE component.

## H. Scheduling

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

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

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

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

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

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

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

## **I. Grade Tampering**

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, 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 (R.S. 17:414.2).

## **J. Transfer Students**

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

- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

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

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

### Transfer policies for students with disabilities

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

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

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

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.

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

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

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

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

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

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

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

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

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

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

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  - Course grades;
  - Scores on the Louisiana Educational Assessment Program;

- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and alternative programs;
- Special education documents as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures.

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

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

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must 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 [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].
2. Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; R.S. 17:24(G)].
3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].

## SECTION III

### LOCAL OPTIONS

#### Placement Policies

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

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

#### Departmental Guidelines

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

#### Other Local Option Factors

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

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

**Do not delete any questions or leave questions unanswered.**

#### A. Kindergarten Entrance and Screening

1. Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.  
All students entering kindergarten for the first time are administered the **Developing Skills Checklist (CTB)/McGraw-Hill** as required by Act 146 of the 1986 Louisiana Legislature (R.S. 17:39.11). A student entering kindergarten in any Calcasieu Parish school shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins.

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

An identified gifted student entering kindergarten in any Calcasieu Parish school must adhere to the same policy as required for a regular education student. The student shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins

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.)

The child shall be administered the **Scholastic School Readiness Test** and meet the criterion score and be six (6) years old on or before September 30 of the calendar year in which the school year begins. Additionally, the **Metropolitan Readiness Test** will be administered to students demonstrating "at risk" status. After completion of screening, teacher observation, parent conferences, and the study of other available information, student placement will be determined. Student placement alternatives are:

- Grade 1 – Placement: Demonstration of successful performance on the above screening instrument(s).
- Kindergarten – Placement: Demonstration of *Unsatisfactory* performance as determined through the evaluative criteria mentioned above.

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.

A child coming from out of state shall be administered the **Scholastic School Readiness Test** and meet the criterion score and be six (6) years old on or before September 30 of the calendar year in which the school year begins. Additionally, the **Metropolitan Readiness Test** will be administered to students demonstrating "at risk" status. After completion of screening, teacher observation, parent conferences, and the study of other available information, student placement will be determined. Student placement alternatives are:

- Grade 1 – Placement: Demonstration of successful performance on the above screening instrument(s).
- Kindergarten – Placement: Demonstration of *Unsatisfactory* performance as determined through the evaluative criteria mentioned above.

## **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 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

**It is not necessary to re-write the Board's High Stakes Testing Policy in this section.**

### **Grades K-5**

Promotion from one grade to another is based on the policies and regulations of the Calcasieu Parish School Board in compliance with standards cited in Bulletin 741. Students will not be promoted solely upon the recommendation of a private practitioner or a private agency. The recommendation will be given consideration only. No school board member, school superintendent, administrative director, principal, guidance counselor, teacher, or other administrative staff members of the school or central office staff of the parish school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his teacher, without just cause. Grade level tests in English language arts/composition and mathematics will be administered annually in the spring to students in grades 4 and 8. The results of these tests are to be used as the principal criterion for promotion. An exceptional student participating in LEAP must be provided with significant accommodations as noted in each student's IEP (Individual Education Plan) or IAP (Individual Accommodation Plan).

Any student not administered a state CRT, will make passing grades in required courses and demonstrate proficiency in grade appropriate skills as defined by state content standards. If there is a discrepancy between student performance for students not in grade 4 and 8 on the CRT and classroom performance, then consideration should be given to referring the student to a School-Building-Level-Committee (SBLC) for further review and recommendation regarding placement. The School-Building-Level-Committee (consisting of three or more people knowledgeable of the student's performance) will convene to review classroom performance and make decisions affecting retention or promotion.

Criteria to be considered:

- Number of previous retentions
- NRT/CRT performance
- Attendance

### **School attendance requirements:**

In order for any student to be considered for promotion, he/she must first be present the required number of days. Elementary students must be present a minimum of 160 days to be eligible to receive credit for the courses taken. The attendance policy also applies to students enrolled in kindergarten. Middle School students must be in attendance at least 160 days of each year and be in membership at the end of each school session. Secondary students must be present a minimum of 81 days in a semester to be eligible to receive credit for the courses taken. Exception can be made only in the event of extended personal illness verified by a physician or other extenuating circumstances approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

### **Course Requirements for Promotion**

#### **Kindergarten Requirements**

A student entering kindergarten in any Calcasieu Parish school shall have attained the age of five (5) on or before September 30 of the calendar year in

which the school year begins. In accordance with the Kindergarten Developmental Readiness Screening Program as required by Act 146 of the 1986 Louisiana Legislature (R.S.17:39.11), screening shall occur within 30 days before or after the opening date of school. Every child entering public school kindergarten for the first time shall be administered the Developing Skills Checklist (CTB)/ McGraw-Hill. The results of this developmental readiness screen shall not be used to exclude students who meet the age requirements, but shall be used in placing students within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs. Calcasieu Parish School System shall comply with section 1107B in Bulletin 741, which states: As a prerequisite to enrollment in any first grade, the child shall meet the following criteria:

- he/she must be present the required number of days (160) at a public or private kindergarten,
- he/she must meet the criterion score on the Scholastic School Readiness Test and
- the Progress Report should reflect successful classroom performance.

### **First Grade Entrance Requirements**

A student entering first grade in any Calcasieu Parish School shall have attained the age of six (6) on or before September 30 of the calendar year in which the school year begins. Therefore, the age at which a child may enter kindergarten shall be one (1) year younger than the age required for a child to enter first grade as provided by R. S. 17:222 and by Calcasieu Parish School Board policy. As a prerequisite to enrollment in the first grade of a Calcasieu Parish School, students shall meet one (1) of the following criteria:

1. Have attended a full day public or private kindergarten for a minimum of 160 days, demonstrated successful classroom performance and met the required criterion score on the parish adopted readiness screen.
- OR**
2. Students who have not attended kindergarten are to be evaluated using similar criteria used to evaluate students who attended kindergarten. The School Readiness Test instrument will be utilized at the established academic screen. Additionally, the Metropolitan Readiness Test will be administered to students demonstrating "at risk" status. After completion of screening, teacher observation, parent conferences, and the study of other available information, student placement will be determined.

Student placement alternatives are:

- Grade 1 - Placement: Demonstration of successful performance on the above screening instrument(s).
- Kindergarten - Placement: Demonstration of *Unsatisfactory* performance as determined through the evaluative criteria mentioned above.

### **Grades 1 - 5 Course Requirements**

Reading: Basal Reading Program-Successful completion is evidenced 70% mastery on CBA (Curriculum Based Assessments, including but not limited to,

Comprehensive Curriculum assessments, benchmark and unit assessments and teacher made tests) and satisfactory class work at respective grade levels. Reteaching and retesting are part of the instructional program when difficulty is encountered.

Language Arts: language arts grade will be an average of language and spelling.

Multi-sensory Structured Language Program-Grades K-12

Students with characteristics of dyslexia who have been taught using Calcasieu Parish's approved multi-sensory language program must exhibit 70% mastery. They must also exhibit successful performance on curriculum-based assessments according to the Grade Level Expectations and the Comprehensive Curriculum and will follow accountability guidelines for promotion.

Mathematics: Successful completion is evidenced by a session average of 70% on CBA (Curriculum Based Assessments, including but not limited to, Comprehensive Curriculum assessments, benchmark and unit assessments and teacher made tests) and successful class work at respective grade levels. Reteaching and retesting is part of the instructional program when difficulty is encountered.

Handwriting, Social Studies/Science (grades 1 & 2), Health & Physical Education, Fine Arts, World Languages, and Conduct will be graded using the following scale:

O-Outstanding  
S-Satisfactory  
N-Not Satisfactory

Program Options – In order to move students toward grade level performance, students who have scored unsatisfactory or at-risk of scoring Unsatisfactory on LEAP (iLEAP scores below basic) shall receive optional program assistance. (LEAP Intervention/Remediation)  
Students most at risk in grade two (2) scoring below benchmark on DIBELS will be offered optional after school remediation.

Altered/Modified Programs are indicated by a slash with the appropriate letter from the grading scale above the symbol "\*\*\*". C/\*

Passing Session Grades In:

**Kindergarten:**

- he/she must be present the required number of days (160)
- he/she must meet the criterion score on the School Readiness Test
- the Progress Report should reflect successful classroom performance

**Grade 1:** Reading, Mathematics

**Grade 2:** Reading, Mathematics

**Grade 3:** Reading, Mathematics -Students who are determined to be at risk of scoring at the Unsatisfactory level on the LEAP will sign a parent/student/ school compact.

**Grade 4:** In addition to meeting the state's High-Stakes Testing Policy fourth (4<sup>th</sup>) grade students must make passing grades in four of the following five subjects: Reading, Mathematics, Language Arts (average of language and spelling), Social Studies, or Science. The School Building Level-Committee will determine promotion and/or retention based on LEAP results and classroom performance. Students who are determined to be at risk of scoring at the Unsatisfactory level on the LEAP will sign a parent/student/school compact. Students in grade four who score successfully on LEAP in English/Language Arts and/or Mathematics and fail the Reading and Mathematics course work are to be given consideration for promotion. The decision will be made by the Administrative Director of Elementary Schools.

**Grade 5:** Four of the following five subjects: Reading, mathematics, Language Arts (average of language and spelling), Social Studies, Science

**Special Education students will be promoted according to local and state criteria.**

#### **Grades 6, 7, and 8 Course Requirements**

- Any student in the middle school grades is promoted on the basis of successful class work. Successful class work is defined as passing all work or all work except one subject. Failing to pass two subjects shall not be considered successful class work. However, a serious review of student performance should be conducted when there is evidence of successive failures in any one-subject area.
- Any student failing mathematics or reading/language arts shall be enrolled in an additional instructional program during the regular school year. The School-Building-Level Committee may make valid educational exceptions based on classroom performance. Any 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade student may be promoted on the basis of two successive failures in the same grade, provided that in the opinion of the teacher and principal, the student has made a sincere effort. Eighth grade students must also meet High Stakes Testing Policy Requirements.
- Students in eighth grade that score successfully on the LEAP Test in English/Language Arts and Mathematics and fail course work are to be given consideration for promotion by the SBLC. Criteria could include, but not limited to, successful participation in regular summer school, classroom performance and LEAP scores. To be passed on this basis, it is required that the student must have been in attendance at least 160 days of each year and be in membership at the end of each school session.

- English/language arts classes include a Multisensory Structured Language Program. Successful completion is evidenced by successful class-work at respective grade levels. Reteaching and retesting is part of the instructional program when difficulty is encountered.
- A regular education student, who will be thirteen years old or older by September 30, will be placed in an individualized program to ensure a successful progression through the middle school academic program. The school's principal, counselor, and Curriculum and Instruction department will design the program.

**Students with Disabilities will be promoted according to local and state criteria.**

**Students entering as freshmen prior to the 2008-2009 school year.**

**Grades 9-12 Course Requirements:** A student pursuing a Regular State Diploma is promoted in high school on the basis of units, as follows:

**Accumulated Carnegie Units for Grade Level Classification**

**Entry Grade**

9	0-4 credits
10	5-9 credits
11	10-15 credits
12	<u>at least 16 credits</u>
	Minimum of 23 Credits required for graduation

**Students entering as freshmen in the 2008-2009 school year and beyond.**

**Grades 9-12 Course Requirements:** A student pursuing a Regular State Diploma is promoted in high school on the basis of units, as follows:

**Accumulated Carnegie Units for Grade Level Classification**

**Entry Grade**

9	0-4 credits
10	5-9 credits
11	10-16 credits
12	<u>at least 17 credits</u>
	Minimum of 24 Credits required for graduation

Students participating in the Option 3 Program or pursuing a Certificate of Achievement will be moved from one grade level to the next based on the number of years enrolled on the high school campus:

Entry Grade

9	1 <sup>st</sup> year of enrollment
10	2 <sup>nd</sup> year of enrollment
11	3 <sup>rd</sup> year of enrollment
12	4 <sup>th</sup> year of enrollment and beyond

A student wishing to leave the Option 3 or Certificate of Achievement track to

pursue a Regular Diploma will revert to the grade level appropriate to the number of Carnegie units currently held by the student. IF an Option 3 student, wishing to return to a Regular Diploma track, entered the program from a grade level below 9<sup>th</sup> grade, the student will revert to the grade level and campus from which the student entered the program.

Carnegie units of credit are awarded in keeping with guidelines as specified in Bulletin 741.

- The student shall pass course work in accordance with the CPSB grading policy (Grades 9-12) (File IHA).
- The student shall meet attendance requirements in accordance with CPSB attendance policy (File JB) and Bulletin 741, Section 1103G)

**Students entering as freshmen prior to the 2008-2009 school year.**

**Grades 9-12 Graduation Requirements:** A student pursuing a Regular State Diploma is graduated from high school once they have attained the designated courses and units required in Bulletin 741. CPSB does require an additional ½ credit in H. and P.E. beyond the requirements as outlined in Bulletin 741.

**Students entering as freshmen in the 2008-2009 school year or beyond.**

**Grades 9-12 Graduation Requirements:** A student pursuing a Regular State Diploma is graduated from high school once they have attained the designated courses and units required in Bulletin 741. CPSB students shall not be required to exceed the courses and units as stated in Bulletin 741.

**Adding and Dropping Courses**

All adds/drops should be done during the first 10 school days. Beginning with the 11<sup>th</sup> school day, all courses on the schedule will count as a course pursued. Courses may be dropped for ½ credit at midterm (prior to the start of the 4<sup>th</sup> six weeks). Courses for ½ credit added at midterm may be dropped during the first 10 days of the 2<sup>nd</sup> semester.

**Pupil Progression for Students with Disabilities Pursuing a Regular High School Diploma:**

Special education students pursuing a regular high school diploma shall be promoted according to the same guidelines outlined in the Pupil Progression Plan for regular education students.

**Graduation Exit Exam (GEE/LAA2) waiver for qualified students with disabilities under IDEA**

To qualify for the waiver, students must continue to test in the required content areas of GEE/LAA2 through the February Seniors Only retest in grade 12. The waiver requirements are: The student must have passed two of the three required components of the GE/LAA2E, participated in all testing and remediation opportunities available, and have documented evidence that the student's disability significantly impacts his/her ability to pass the remaining required GEE/LAA2 component. Documentation that waiver requirements have been met must be submitted to the Louisiana Department of Education (LDE) for approval.

2. Describe the LEA's policy for awarding ½ unit of credit.  
Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 60% or higher and a minimum of 81 days of attendance during the semester.)(Bulletin 741 Section 2331 B and 2331 C)
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. **Include grading policy for credit recovery courses.**

### Grading Policy

**The teacher's grade book is the OFFICIAL LEGAL document and must be maintained correctly.**

The following guidelines have been given to the schools from the State Of Louisiana via the Data Processing Department of the Calcasieu Parish School Board.

Each teacher **MUST** have the following items marked clearly in their grade/roll book:

- a. The name of the teacher.
- b. The class subject, grade level, and period in which the class is taught.
- c. The school year for which the attendance records apply.
- d. The month and date for each school day.
- e. Each student's first and last name.

The **first day** on which a **new student attends** class should be clearly indicated with an **E**.

On **each** school day, the absence or presence of each student should be clearly indicated. It is suggested that the following symbols be used to record attendance:

**A = absent**  
**P = present**  
**T = tardy**

*Any symbol used should be clearly described in a legend recorded in the **FRONT** of your roll book.*

The day on which a student is **dropped** from class enrollment should be clearly indicated with a **D**. If this student was present during the same day in which the drop occurred, attendance should also be recorded. Please note the destination if known.

The day on which a student **transfers to another class** should be clearly indicated with the letter **C**. *Please note the class transferred to.*

**Students who have transferred or dropped from class SHOULD NEVER be deleted (ex. "whited out" or "lined out") from the roll book.**

Any **new** students should be added **AFTER** the last student name currently listed (at the end of the list).

*For any students listed on the class roster but who have **NEVER** attended class, an explanation of the status of this student (ex. transferred) should be provided. Holidays or any days students are not required to attend school should be clearly indicated. In addition, if for any reason attendance is not taken in a class period, an explanation should be recorded (ex. school assembly, field trip, etc.).*

When a grade is recorded, the grade should be labeled with the date the grade was earned. (Ex. Record a test grade on the date on which the test was given, not the date on which it was graded). **All grades *MUST* be labeled.**

**Any temporary class rosters should be maintained with the permanent Roll books.**

Grade/Roll books **MUST** be maintained in a central location at the school site for period of three years.

### **Grading Policy - K-8**

As extracted from the Calcasieu Parish School Board Policy Manual, the following section addresses local grading policy: The School Board directs that evaluation of student progress be based on various aspects of performance as measured against standards for the respective grade or subject. The requirements for evaluation shall take into consideration the ability, aptitude, cultural background, and other characteristics of the student. Grading shall be based on (1) achievement as it reflects a reasonable and conscientious effort on the part of the pupil to fulfill in quantity and quality the requirements of the course, (2) the ability of the pupil as it relates to the pupil's demonstrated effort, and (3) other criteria as may be developed. In middle school, the last six weeks grade will be partially determined by student projects completed during the last month of school.

Grades shall be determined and reported in accordance with procedures outlined. Teachers shall use letter grades or the appropriate grading scale consistently in all places where marks are recorded. No school employee, including administrative and supervisory personnel shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy" as per R.S.17:414.2. The same policy applies to special education students.

### **Individual assignment grades**

Frequently during each six weeks, kindergarten teachers should record sufficient data that support ratings placed on the Progress Report. This will allow for reliability and accountability and will also represent the scope of the content addressed within each area on the Progress Report and the accompanying parent letters.

It is suggested that teachers in grades 1-8 should evaluate at least ten (10) different times during the period to arrive at a fair grade (tests, quizzes, homework, reports, experiments, themes, etc.).

When grading the students' individual assignments, the following grading scale should be used. The letter grade for the individual assignments should be recorded in the teacher's grade book.

### **Kindergarten Grading Scale**

Kindergarten tasks will be evaluated using the following scale to determine student performance:

Satisfactory (S)	80% - 100%
Progressing (P)	70% - 79%
Need Improvement (N)	60% - 69%
Unsatisfactory (U)	59% and below

*Six Weeks Grade* - Grades in the teacher's grade book will be used to arrive at the appropriate evaluation based on the kindergarten expectations rubric.

### **Elementary/Middle School Grading Scale**

100% - 94%	= A
93% - 87%	= B
86% - 79%	= C
78% - 70%	= D
Below 70%	= U

### **Six weeks and Final grades**

*Six Weeks Grade* - To determine the students' six weeks grade, the students' individual assignment grades that are recorded in the teacher's grade book should be averaged and rounded off to the nearest hundredth. The following grading range should be used:

4.00 – 3.50	= A
3.49 – 2.50	= B
2.49 – 1.50	= C
1.49 – 1.00	= D
Below 1.00	= U

*Final Grade* - The Final Grade will be determined by averaging the students' six weeks grades, rounding off to the nearest hundredth and using the above range to determine the grade. For each six weeks period, teachers must keep appropriate records of student grades in the teacher's grade book. If an electronic grade book is used, the teacher must keep the original file, a back-up file and a hard copy of the file in the grade book or grade book binder.

### **Grading Policy - 9-12**

As extracted from the Calcasieu Parish School Board Policy Manual, the following section addresses local grading policy: The School Board directs that evaluation of student progress be based on various aspects of performance as measured against standards for the respective grade or subject. The requirements for evaluation shall take into consideration the ability, aptitude, cultural background, and other characteristics of the student. Grading shall be based on (1) achievement as it reflects a reasonable and

conscientious effort on the part of the pupil to fulfill in quantity and quality the requirements of the course, (2) the ability of the pupil as it relates to the pupil's demonstrated effort, and (3) other criteria as may be developed.

Grades shall be determined and reported in accordance with the procedures outlined. All grades shall be recorded numerically. No school employee, including administrative and supervisory personnel shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his teacher, unless it is inconsistent with the teacher's grading policy as per R.S. 17:414.2. The same policy applies to special education students. The maximum time allowed for test review will be one (1) week.

### **High School Grading Scale**

100% - 90%	=	A
89% - 80%	=	B
79% - 70%	=	C
69% - 60%	=	D
Below 60%	=	U

**Advanced Placement courses will be weighted in the following manner:**

**Advanced Placement courses will be weighted in the following manner:**

<b>Average</b>	<b>Grade</b>	<b>Quality Points</b>
100%-90%	A	5
89%-80%	B	4
79%-70%	C	3
69%-60%	D	2
Below 60%	U	0

The additional quality point is added only if the student completes the course. A. P. courses will be graded on a 5-point weighted scale. Schools offering different levels of the same course may establish their own policies regarding moving students to different levels (i.e. Phased Courses, Honors Courses, etc). However, the 5-point grading weight applies only to A.P. courses and may not be applied to non-AP course work.

- **Marking Periods/Grade Computation**  
Teachers are instructed to average the numerical grades to arrive at a percentage grade for the marking period. The percentage grade for the marking period shall be computed to tenths and rounded to the nearest whole number (0.5-0.9 rounds up)
- **Comprehensive Exams**  
Comprehensive exams may be administered near the end of the semester for half credit courses and near the end of each semester for full (1) credit courses. If administered, these exams will cover content taught during the respective semesters. If administered, these exams will be included in the calculation of the marking period in which the test is administered. (i.e. Fall semester exam in the 3<sup>rd</sup> six-weeks' grade calculation and Spring semester exams in the 6<sup>th</sup> six-weeks' grade calculation.) Such a comprehensive exam shall not count for more than 20% of the total grade calculation within the marking period

in which the test is administered. The principal will insure that the test schedule is fair and appropriate. Comprehensive exams are subject to review and approval at the district level.

- **Exemption from Comprehensive Exams**

If comprehensive exams are administered in a course, criteria for exemption from exams shall be established at the school level. Such exemption must be based on criteria that objectively measure student mastery of course content through use of course related exams, previous marking period grades and/or standardized formative/summative assessments. School plans for exemption are subject to review and approval at the district level.

- **Standardized Formative and Summative Assessments**

Standardized formative and summative assessments (i.e. Scantron assessments and State Department of Education End of Course Exams) shall be administered in keeping with State and District policy. While these assessments shall not be used as a grade during any marking period, teachers may establish a system of goals for student improvement. Bonus points may be awarded when students achieve established goals as measured by these assessments. Bonus points should be awarded within the marking period in which the assessment was administered. Bonus points shall not impact grades within any given marking period beyond 10 points of the total grade for the marking period. Under no circumstance may a standardized formative or summative assessment be used to lower a student's grade in any marking period. School plans for bonus points are subject to review and approval at the district level.

- **Grade Recovery**

Grade recovery is a component of classroom (tier 1) and school (tier 2) intervention. Grade recovery may be utilized by a student who is concurrently enrolled in a Carnegie unit course and is scoring in the 50-59 numerical grade range during a given marking period. If grade recovery is delivered through a computer software program, the highest recovered numerical grade within a grade period shall be 60. If the grade recovery is delivered by a certified teacher with face to face instruction, the grade is governed by the high school grading policy.

- **Credit Recovery**

Credit recovery is a component of district (tier 3) intervention. Credit recovery may be utilized by a student who has completed a Carnegie unit course but has failed the course by receiving a final course grade within the 50-59 numerical grade range. The failed course shall remain on the student transcript. The recovery of the credit may occur by repeating the course through (1) face to face instruction by a certified teacher or (2) a computer software program as approved on the district level (Plato and Ed Options). Face-to-face instructor grades shall be governed by the high school grading policy. Students successfully completing a repeat course delivered through a computer software program (facilitated by a certified instructor) shall receive a grade of "P". Repeat courses through a computer software program must include a State approved credit exam as a requirement for

awarding of credit. A minimum of 70 points must be earned on all submissions and exams throughout the course. A total of 120 points must be earned in combination of the course final exam and State approved credit exam.

- **Final Marking Period Performance**

In no case should a pupil be allowed to feel that the final marking period is unimportant or that it will have no bearing on his/her final grade. In fact, the performance of each pupil during the final marking period is expected to reflect and approach a degree of proficiency comparable to the quality of work he/she has maintained throughout the course, or his/her work for the course may be considered *Unsatisfactory*. In other words, if a child deliberately refuses to participate during the final marking period or if he/she does not put forth a sincere effort on the final tests, this may be considered sufficient reason to report his/her work as failure for the marking period.

- **End-of-Course Final Grade**

The final grade for a one-half (1/2)-credit courses shall reflect an average of three marking periods. Courses of one or more credits shall reflect an average of six marking periods. Marking periods shall carry equal weight.

- **Transcript/Grade Point Average**

On the transcript, the final end-of-course average shall be converted to a letter grade using the following scale: A=90-100, B=80-89, C=70-79, D=60-69, and U= 59 and below.

The final transcript will carry the end-of-course average in the form of a letter grade for courses attempted. The transcript will reflect a 4.0 grading scale and a 5.0 scale used exclusively for AP courses. The final grade point average(s) shall be computed to the nearest hundredths.

### **Miscellaneous Grading Information K-12**

- **Grade Computation - Grades K-12**

Reports related to student progress will be made to parents of regular and special education students at the end of each marking period throughout the session. Teachers in grades K – 12 are expected to evaluate the work of the pupils frequently throughout the marking period. It is suggested that teachers in grades 1-12 should evaluate at least ten (10) different times during the period to arrive at a fair grade (tests, quizzes, homework, reports, experiments, themes, etc.). Teachers shall not assign multiple grades to individual tasks in order to meet the required number of evaluations. Special projects like term papers, which may include multiple steps that are graded separately; do not violate the spirit of this policy. The grade for the marking period will be an average of these grades.

- **Homebound Grades - K-12**

Homebound students will receive all grades in all subjects from the homebound teacher for the length of time enrolled in homebound

services. (See the fifth bullet under Grading Policy for Special Education Students – K-12)

- **Transfer Students - Grades K-12**

If a kindergarten student transfers into the system during the school year, information received will be evaluated and used to plan appropriate classroom instruction.

If a student transfers into the system during the school year in grades 1-8 and brings numerical grades, the numerical grades will be converted to letter grades using the elementary/middle school grading scale. If a student in grades 9-12 transfers into the system during the school year and brings letter grades, the letter grades will be converted to numerical grades using the following scale: A=95, B=85, C=75, D=65, and U=59.

### **Grading Policy for Special Education Students - Grades K-12**

- Elementary Special Education students must receive a Progress Report issued each six-weeks at the same time as report cards. Progress will be based on goals/objectives as reflected on the Individualized Education Program. A report card should be issued with grades that are based on Calcasieu Parish School Board grading policy. Special education students, who are mainstreamed for one or more subjects, will receive a grade from the regular classroom teacher(s) for these subjects unless otherwise indicated on the IEP. If the subject being taught is modified, the grade should be noted with an asterisk on the report card.
- Middle school level Special Education students must receive a Progress Report issued each six-weeks at the same time as report cards. Progress will be based on goals/objectives as reflected on the Individualized Education Program. A report card should be issued with grades that are based on Calcasieu Parish School Board grading policy. If the subject being taught is modified, the grade should be noted with an asterisk on the report card.
- High school Special Education students must receive a progress report every six-weeks at the same time that report cards are issued. This report reflects progress on IEP goals/objectives. Special Education students, who are mainstreamed for one or more subjects on the high school level, will receive a grade/Carnegie Unit from the regular classroom teacher(s) for these subjects unless otherwise indicated on the IEP. High School students may earn one elective Carnegie Unit in each of the following courses: Study Skills I, II, III, and IV.
- Students served by itinerant teachers who provide academic support will receive a grade given by the regular teacher(s) for the subject(s) taught by both itinerant and regular classroom teacher. The itinerant teacher will give the regular classroom teacher written information regarding the student's work and progress.
- Special Education students in homebound placement will receive all grades in all subjects from the homebound teacher for the length of time enrolled in homebound services. In addition, Special Education students must receive a progress report each six-weeks from the

homebound teacher. This report should be issued on the same day as the report card and should reflect progress made on IEP goals/objectives.

- Special Education students who are participating in Louisiana Alternate Assessment 1 may or may not receive a report card each six weeks. A Progress Report shall be issued each six weeks and should reflect progress on goals and objectives.
- For further clarification, refer to the Special Education Handbook Revised 2009

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

a. Explain the local definition of the term “grade level” or “on grade level.” “On grade level” students are students demonstrating at least average progress (grade C or above) as verified by teacher/s and principal. Further definition of “grade level” relates student’s scores on the iLEAP/LEAP in English Language Arts: *Basic* or above and recommendations from teacher(s) and parents.

b. List the model program sites.

World Language Model Program sites are the following:

- **Prien Lake Elementary School** provides French Immersion to students in grades Kindergarten through five and French as a Second Language in grades four and five with extra-curricular activities for the students of French, their parents, school staff, teachers, administrators, French and Belgian government representatives and local community organizations. The school has a French Immersion Parent Club. Parents and French teachers participate with students in trips to France and Belgium to experience cultural events and to promote the French immersion program in Calcasieu Parish. Foreign Associate Teachers and Louisiana teachers comprise the instructional staff.
- **W.W. Lewis Middle School** provides a balance of French and Spanish instruction. The school offers Spanish Immersion and French and Spanish as Second Languages to students in grades six through eight. Foreign Associate Teachers and Louisiana teachers comprise the French and Spanish instructional staff.
- **A.M. Barbe High School** provides a balance of French Immersion to students in grades nine through twelve (Levels III, IV, V, VI), French and Spanish, as Second Languages (Levels I, II, III). Each language has a language club with the French Immersion students achieving honors at the annual ALCFES (*Association Louisianaise de Clubs Français des Ecoles Secondaires*) State convention each year. Louisiana teachers comprise the World Languages instructional staff.

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

The designated subject areas for world languages in the French or Spanish **elementary** immersion programs, grades Kindergarten through five, include

science, social studies, mathematics, and French or Spanish language as well as French and Spanish second language. Entrance into the immersion program is based on the scores of the screening instrument **Developing Skills Checklist (CTB)/ McGraw-Hill** for students entering kindergarten. All elementary immersion programs (Kindergarten through five) **must have a minimum of 210 minutes per day of content instruction in the target language as required by Bulletin 741**. All elementary (Pre-Kindergarten through five) second language programs **must have a minimum of 30 minutes per day of target language instruction as required by Bulletin 741**.

The designated subject areas for world languages in the **middle** school French or Spanish immersion programs, grades six through eight, include social studies and French or Spanish language arts. All middle immersion language programs **must offer at least two subjects in the target language, i.e. French or Spanish language class and social studies or science for a minimum of 45 minutes per day per class as required by Bulletin 741**. Eighth grade second language students taught by a non-secondary certified foreign language teacher have an opportunity to take the French and/or Spanish credit exam for high school Carnegie Units. All exams are constructed in cooperation with the LEA World Languages office and approved by the Louisiana Department of Education

The designated subject areas for world languages in **the high school** French or Spanish immersion programs, grades nine through twelve, include French or Spanish language arts, Levels III, IV, V, VI for at least 50 minutes per day. Entry into the French or Spanish immersion programs is under the direction of the World Languages Consultant. A copy of the waiver from full implementation of the foreign language program granted by the LDE is included in the Appendix.

**If your LEA was granted a waiver from full implementation of the elementary foreign language program, include a copy of the approval letter in the Appendix.**

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

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

#### **Fourth Grade**

The district may override the State policy for 4<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:

- The student has participated in BOTH the spring and summer administrations of LEAP;
- The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;

- The student has been recommended for the policy override by the SBLC (the SBLC will consider the following: successful classroom academic performance, attendance during the school year, attending summer remediation, meeting summer remediation attendance requirements and retesting in the subject that he/she received a score of *Unsatisfactory* during spring testing.)
- Parental consent is granted.

### Eighth Grade

- 1) The district may override the State policy for 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:
  - The student has participated in BOTH the spring and summer administrations of LEAP;
  - The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
  - The student has been recommended for the policy override by the SBLC (the SBLC will consider the following: successful classroom academic performance, attendance during the school year, attending summer remediation, meeting summer remediation attendance requirements and retesting in the subject that he/she received a score of *Unsatisfactory* during spring testing.)
  - Parental consent is granted.
  
- 2) The district may override the State policy for 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Basic* level in the other, provided that:
  - The student scores *Approaching Basic* or above on the Science and Social Studies components of LEAP
  - The student has an overall current academic year 2.5 grade point average on a 4.0 scale
  - The student has a minimum 92% attendance during the school year
  - The student has participated in BOTH the spring and summer administrations of LEAP
  - The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
  - The student has received an effort code score of *Excellent* or *Good* on the summer remedial work
  - The student has been recommended for the policy override by the SBLC (the SBLC will consider the following: successful classroom academic performance, attendance during the school year, attending summer remediation, meeting summer remediation attendance requirements and retesting in the subject that he/she received a score of *Unsatisfactory* during spring testing.)
  - Parental consent is granted

2. Describe the LEA criteria that determine if a student is retained in 4<sup>th</sup> grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

If a student has repeated the 4<sup>th</sup> grade more than once and scores below the required LEAP achievement level the student is promoted to grade five (5).

3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4<sup>th</sup> grade at least once, as a result of failure to pass LEAP and he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year.

**\*Placement of students twelve years old or older  
IN PARISH**

A Student:

- ✘ that has repeated 4<sup>th</sup> grade due to his/her failure to meet the *required achievement level* on LEAP ELA and math and will be 12 years old on or before September 30<sup>th</sup>, 2010 must be placed in a 5<sup>th</sup> grade setting for the 2009-2010 school session.

AND

- ✘ will be placed in the middle school setting during the 2010-2011 school session.

This procedure shall be documented by the SBLC and all forms placed in the student's cumulative folder.

**OUT OF PARISH**

A Student:

- ✘ that has repeated 4<sup>th</sup> grade due to his/her failure to meet the *required achievement level* on LEAP ELA and math and will be 12 years old on or before September 30<sup>th</sup>, 2010 must be placed in a 5<sup>th</sup> grade setting for the 2009-2010 school session.

AND

- ✘ will be placed in the middle school setting during the 2010-2011 school session.

This placement will be made within 7 school days of the entrance of the transferring student into the school system. This procedure shall be documented by the SBLC and all forms placed in the student's cumulative folder.

4. Describe the LEA's criteria for determining which 4<sup>th</sup> grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal.
  - The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
  - The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.

- The student must have attended the LEAP summer remediation program.
  - The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
  - The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
  - The 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 subject for which the appeal is being considered.
5. Does the LEA offer an approved 4<sup>th</sup> grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix.  
The LEA does not offer an approved 4<sup>th</sup> grade transitional (4.5) class.
6. Describe any local criteria that are used to determine if an 8<sup>th</sup> grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*.
- Meet all requirements for promotion as outlined in the [Course Requirement for Promotion](#) in the Pupil Progression Plan.
  - To promote to 9<sup>th</sup> grade with the AB/AB *waiver* option, student must (in both subjects) attend summer remediation, meet attendance requirements, retest in both subjects and score at least *Approaching Basic in both subjects in either spring and/or summer* and has been recommended for the waiver by the SBLC.
  - Students not meeting the *waiver* requirements will remain in 8<sup>th</sup> grade
  - Students will promote to 9<sup>th</sup> grade if he scores at the *Basic/Approaching Basic* Combination on the retest, regardless of summer school attendance.
7. Describe the LEA criteria that determine if a student who has repeated the 8<sup>th</sup> grade as a failure to pass LEAP (ELA or math) is retained again in the 8<sup>th</sup> grade or promoted to the 9<sup>th</sup> grade.  
The student who has repeated the 8<sup>th</sup> grade may be:
- Promoted to the 9<sup>th</sup> grade, provided that the student has scored at the Approaching Basic level on **either** the ELA or mathematics component of LEAP, has attended the LEAP summer remediation program offered by the district in, at a minimum, the Unsatisfactory subject, met attendance requirements and has taken the summer retest administered at the conclusion of the summer program. If promoted with an Unsatisfactory on the ELA or mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the Unsatisfactory subject (ELA or mathematics) before enrolling in or earning Carnegie credit for English or mathematics, or
  - Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for School Administrators.

- Retained again in the 8<sup>th</sup> grade if the student scored Unsatisfactory in both ELA and mathematics component of the LEAP Test as outlined in the LEAP High Stakes Test Policy

OR

- Participate in the High School Transition Program - After completing summer LEAP testing, students who have scored Approaching Basic in ELA and/or Math would be allowed to take Carnegie Unit classes on the high school campus in the core subjects in which they scored *Approaching Basic* or above on LEAP. Electives and physical education are also possible courses. A maximum of three Carnegie units will be allowed. The remainder of the day will be on the middle school campus. Students with special education IEPs will receive the appropriate special services at the middle school campus. Bus Transportation will be provided as students transition from one campus to the next.

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

The School-Building-Level Committee's (SBLC) function is to convene and consider all appropriate material that relates to the student's class work and LEAP scores using the criteria in place as described in the LEA's Pupil Progression Plan. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention.

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides.  
4<sup>th</sup> and 8<sup>th</sup> grade students in Calcasieu Parish are required to attend 40 of 51 hours of instruction during LEAP Summer Remediation in order to be considered meeting attendance requirements. Parents must sign an Assurance Statement to this effect. Students in 4<sup>th</sup> grade must meet this requirement as one requirement for an appeal.

GEE students are required to attend 40 of 51 hours of instruction during GEE Summer Remediation in order to be considered for the ½ Carnegie Unit available. They must also pass the summer remedial subject requirements to obtain the ½ Carnegie Unit.

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

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

The students participating in **Alternate Assessment Level 1** will progress from one grade level to the next following the guidelines listed below:

- Students must meet all LEAP Alternate Assessment Level 1 criteria in order to qualify, including parental approval with signature.
- The School Building Level Committee determines pupil progression for LAA 1 students using the following criteria:

- the student has met attendance requirements according to Bulletin 741.
- a body of evidence exists to document that the student had access to and progressed in the general curriculum aligned with the Louisiana Extended Standards, to include, at a minimum, Louisiana Content Standards in the areas of English/language arts, mathematics, science, social studies, and the foundation skills.
- Second year high school level 1 alternate assessment students should be enrolled in grade 10.
- Third year high school level 1 alternate assessment student should be enrolled in grade 11.
- Fourth through exit year high school level 1 alternate assessment students should be enrolled in grade 12.
- Alternate Assessment Level 1 students will earn a Certificate of Achievement in their exit year if they meet eligibility criteria.

The students participating in **Alternate Assessment Level 2** will progress from one grade level to the next following the guidelines listed below:

- students must meet all LEAP Alternate Assessment Level 2 criteria in order to qualify, including parental approval with signature.
- the School Building Level Committee determines pupil progression for LAA 2 students using the following criteria:
  - the student has met attendance requirements according to Bulletin 741.
  - a body of evidence exists to document that the student had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content Standards, Benchmarks, and Grade Level Expectations in the areas of English/language arts, mathematics, science, and social studies.
- The completion certificate for Alternate Assessment Level 2 students will be based on Louisiana BESE policy.
- High school students participating in LAA 2 and working towards a regular high school diploma will follow the same Carnegie unit progression as students participating in GEE

Students with disabilities in grades 4 and 8 who participate in both LEAP ELA and Math along with LEAP Alternate Assessment, Level 2 (LAA2) will be held to the high stakes testing policy. Refer to the chart below for all the other combinations

<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Held to High Stakes Testing Policy</b>
LEAP	LEAP	LEAP	LEAP	Yes
LEAP	LEAP	LEAP	LAA2	Yes
LEAP	LEAP	LAA2	LEAP	Yes
LEAP	LAA2	LEAP	LEAP	No
LAA2	LEAP	LEAP	LEAP	No
LEAP	LEAP	LAA2	LAA2	Yes
LAA2	LAA2	LEAP	LEAP	No
LEAP	LAA2	LAA2	LEAP	No

LEAP	LEAP	LEAP	LAA2	No
LAA2	LEAP	LAA2	LEAP	No
LAA2	LAA2	LEAP	LAA2	No
LEAP	LAA2	LAA2	LAA2	No
LAA2	LEAP	LAA2	LAA2	No
LAA2	LAA2	LEAP	LAA2	No
LAA2	LAA2	LAA2	LEAP	No
LAA2	LAA2	LAA2	LAA2	No

### E. Limited English Proficient Students

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

The district's home language survey which is included in all registration packets will identify any student whose home language is other than English and the LEA data department will input the students into the school district's SIS (Student Information System).

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

Each school with LEP students will administer the IDEA proficiency tests to assess oral comprehension (oral language use survey and oral literacy survey) as well as written comprehension, as needed.

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.

Each principal/school counselor will submit a copy of the home language survey to the LEP/ESL coordinator. The counselor and the LEP/ESL coordinator will schedule further screening as needed. The teacher(s), principal, and curriculum consultants (K-12) will meet with the coordinator to determine alternative methods and materials to be used in providing English immersion with modifications through special services. Instruction will follow the curriculum guide in English language arts for non/limited proficient K-12 students. LEP students will not be placed in language dependent courses until they have developed a degree of proficiency in the English language. Grading will follow the guidelines established in the Louisiana Administrators' Handbook, Bulletin 741. No student will be retained based solely on lack of English proficiency.

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

The district will monitor former LEP students through student grades, state assessment scores, teacher recommendations and the grading process in place in the district. All support services and activities will be accessible to LEP students as the district provides instructional programs that foster success in mathematics, science, social studies, and language arts. The LEA data department will input the names of LEP students into the school district's SIS (student information system) to track their progress.

## **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.

### **Grades K-8**

Traditionally, the Calcasieu Parish School Board discourages moving students from one grade to a higher grade to achieve acceleration. It is believed that lateral acceleration is achieved through the Gifted Program and classroom enrichment programs. In exceptional cases when vertical acceleration is considered, the student must have been previously evaluated and classified as gifted per Bulletin 1508.

If vertical acceleration is considered for an identified gifted student, then the following procedure shall be used:

- a request to consider acceleration is presented to the principal from a parent or teacher(s) prior to the end of the first semester.
- the IEP Committee will act upon the request based upon the criteria outlined in the response to Question #2 below.

### **Grades 9-12**

A student must meet the criteria discussed under each of the following procedures designed to accelerate the progress of the student at the secondary level (grades 9-12). All policies and procedures established in Bulletin 741, Section 2327 must be adhered to as well as the following local policies:

#### **High School Credit for College Courses**

Principals and students will follow guidelines as prescribed in section 2327 of Bulletin 741 in the awarding of Carnegie unit credit for College Courses when those courses are not part of a dual enrollment agreement.

#### **Dual Enrollment**

Principals and students will follow guidelines A. through E. for Early College Admissions as prescribed in section 2329 and guidelines B. through I. of section 2327 of Bulletin 741 when engaged in dual enrollment classes.

#### **High School Credit for College Courses for Evaluated Gifted Students**

- Credit for college courses to this section shall be limited to gifted students who have met the evaluation criteria and have earned fewer than 12 Carnegie units.
- Refer to Bulletin 1508, Pupil Appraisal Handbook.
- Secondary students shall be in attendance in at least one high school class while enrolled in college classes.
- An elementary or secondary student shall have at least a 3.0 cumulative average on a 4.0 scale for all subjects taken during the previous two years.

- The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two hours shall be counted as no more than one unit of credit toward high school graduation.
- The school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine-week intervals.
- College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extracurricular activities governed by voluntary State organizations.
- After 12 Carnegie units have been earned, students shall follow section 2327 in Bulletin 741.

**Advanced Placement and Military Service Credit:**

Principals and students will follow guidelines as prescribed in section 2325 of Bulletin 741.

High school credit shall be granted to a student successfully completing an Advanced Placement course regardless of his test score on the examination provided by the College Board.

- Procedures established by the College Board must be followed.
- Courses listed in the Program of Studies may be designated as Advanced Placement courses on the student's transcript by the procedures established by the DOE.

The following advanced placement courses are available at some high schools for students wishing to obtain college credit:

- AP American History
- AP Government
- AP World History
- AP Biology II
- AP English III
- AP English IV
- AP Calculus
- AP Studio Art
- AP Psychology
- AP Chemistry
- AP Physics

**Proficiency Examination**

- High school credit shall be granted to a student following the student's passing of a Proficiency Examination for the eligible course.
- A Proficiency Examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level. The testing instrument and the passing score shall be submitted for approval to the Bureau of Secondary Education, State Department of Education.

- The course title, year taken, P/F (Pass or Fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). M.P.S. (minimum proficiency standard) must be indicated in the remark column.
- Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that in which they have completed.

### **Correspondence Courses**

- As a means of acceleration, students are allowed to enroll in correspondence courses through L.S.U. Exceptions may be made by the Bureau of Secondary Education, State Department of Education upon request of the local superintendent.
  - Students shall be allowed to enroll in correspondence courses through L.S.U. as a means of acceleration upon the recommendation of the principal.
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.

### **Grades K - 8**

The IEP committee will be comprised of parent or parents, gifted teacher, regular education teacher, principal, evaluation representative, and an officially designated representative of the LEA (ODR). The committee will make the decision for vertical acceleration based on the following criteria:

- The student must be classified as gifted per Bulletin 1508.
- High Stakes Testing: Any recommendation for acceleration in Calcasieu Parish must be in compliance with all requirements of the state's High Stakes Testing Policy as outlined in Appendix I.
- Academic Maturity: Student will have scored in the 98th percentile in math and reading on a nationally normed test of academic achievement.
- Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a nationally normed test of academic aptitude.
- Physical Maturity: Student should fit within the physical range of the next grade level.
- Social Maturity: Student's interests should be basically the same as those of the older students.
- Emotional Maturity: Student should have a high degree of persistence, drive, and motivation for learning. He or she should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- Attendance: Student must adhere to the attendance policy outlined in the Pupil Progression Plan, Section II C on page 3.
- Observation: Observation should be used as needed.
- The committee shall also utilize course grades, scores from appropriate standardized tests, and other pertinent information that may help determine appropriate placement.
- After considering all information and vertical acceleration is recommended by the IEP Committee, the committee shall design a written plan for

acceleration. The plan shall include a time-line and types of instructional modes to be used.

Whenever the IEP Committee's recommendations and the plan for acceleration have been accomplished and evaluated, a recommendation for acceleration shall be presented to the appropriate Administrative director for final disposition.

3. Describe any applicable policies and procedures for grade "skipping."  
Policies and procedures for grade skipping, vertical acceleration are outlined above in the response to questions #1 and #2 above.
4. Describe any policies governing services for gifted students.  
Students that are being considered for vertical acceleration must be identified as gifted according to Bulletin 1508. Policies are outlined above in the response to questions #1 and #2 above.

The accelerated curriculum for the gifted program must be in accordance with Section 2311 in Bulletin 741 (page 39).

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*.

#### **High School Credit for Middle School Students**

- Students entering the ninth grade prior to 2008-2009 shall receive Carnegie units for work completed below the ninth grade only after they have earned 23 Carnegie units in high school. Students entering the ninth grade in 2008-2009 and beyond shall receive credit for work completed below the 9<sup>th</sup> grade immediately upon enrollment in the 9<sup>th</sup> grade.
- Middle school students intending to take a course for Carnegie credit must demonstrate mastery of the eighth grade grade-level expectations in that content area by passing an exam developed by the DOE before taking the high school course. In order to be prepared for the exam, students should successfully complete an accelerated seventh grade course in that content area that addresses both the seventh and eighth grade grade-level expectations.  
After a student successfully completes an advanced 7<sup>th</sup> grade class addressing both the 7<sup>th</sup> and 8<sup>th</sup> grade GLEs  
AND  
the student scores 70% or higher on the DOE developed 8<sup>th</sup> grade GLE test, the student will be eligible to take the high school course for Carnegie credit in the 8<sup>th</sup> grade.  
If the student scores less than 70% on the DOE developed 8<sup>th</sup> grade GLE test, but scores between 55 % and 69% on the 8<sup>th</sup> grade GLE test  
AND  
receives a scale score of 2786 or above on the spring Performance Test, the student can be considered for placement the high school course for Carnegie unit credit in the 8<sup>th</sup> grade
- A middle school student shall be eligible to receive high school credit in a course listed in the program of studies provided that: the time requirement for

- the awarding of a Carnegie unit is met, the student has mastered the set standards of the course taken, and the student has passed the Calcasieu Parish School Board credit exam or mandated End of Course exam provided by the State Department of Education if instruction was not delivered by a secondary certified teacher.
- All students shall take the appropriate course related credit exam or end of course exam. However, students taught by a certified secondary instructor as a part of the regular high school program of studies during the regular school year is not currently required to pass the exam in order to receive credit.
  - Beginning in the 2009-2010 school year, courses taken for Carnegie credit in Calcasieu Parish schools by a middle school student shall be graded in accordance with the high school grading policy. Courses pursued prior to 2008-2009, students were awarded a final grade of “P” upon successful completion of requirements. An exception to this grade policy was established in 2008-2009 which allowed for parents and students to select either a “P” or the letter grade earned during the regular school year. Prior to 2008-2009 the credit earned does not count towards the credits required for high school graduation until the student earned 23 credits on the high school campus. Beginning in 2008-2009 such credits will be awarded immediately upon enrollment in the 9<sup>th</sup> grade at a state approved high school.
  - The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). C. E. (Credit Examination) must be indicated in the remark column if a credit exam was required.
  - Once a course credit has been earned on the middle school level, the course in which credit has been awarded will not be offered to the student on the high school level.

## **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:  
 Students in grades 5 and 9 transferring to the public school system from any in-state non public school (state approved and unapproved) or any home schooling program or a Louisiana resident (a student who lives in Louisiana but attends school in an adjacent state) who is transferring from an out-of-state school to enroll in the Louisiana public school system shall be required to pass the English language arts and mathematics portions of the state adopted LEAP placement test.
  - a. Approved schools within the state (public/nonpublic)  
 A student transferred from a state-approved school (public and non-public), in-state 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 a student's record of attendance, achievement, immunization records, and the units of credit earned, is required. If, in the principal's and/or superintendent's judgment, the quality of instruction is in question, the student may be required to take an entrance examination on any subject matter for which

credit is claimed. The state and local policies and locally administered examination which regulate student acceleration and student transfer also regulate home schooling situations. The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where this credit was earned.

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

A student transferred from a state-approved school (public and non-public), in-state 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 a student's record of attendance, achievement, immunization records, and the units of credit earned, is required. If, in the principal's and/or superintendent's judgment, the quality of instruction is in question, the student may be required to take an entrance examination on any subject matter for which credit is claimed. The state and local policies and locally administered examination which regulate student acceleration and student transfer also regulate home schooling situations. The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where this credit was earned.

c. Unapproved schools (public/nonpublic)

Local school officials from any state approved school (public and non-public schools) receiving a student from an unapproved school, in-or out-of-state, will determine the placement and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed. The principal should investigate the composition of the unapproved school and its instructional program. 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. Credit for course work in religious study from schools that are **NOT** state approved shall not be awarded without approval from the administrative director of high schools. Credits in all other courses shall **NOT** be awarded without the application of a district-regulated validation exam procedure. (Bulletin 741 Section 707B)

d. Home Study

i. Provisions for LEAP/iLEAP Students

Students in grades K-4 enrolling in a Calcasieu Parish School from Home Study attend the appropriate designated school. Students are screened for their instructional level using curriculum based assessment materials such as *Scott Foresman* reading and math placement tests. A School Building Level Committee then convenes to review all available data and make a decision for appropriate classroom placement.

Students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school or any home schooling program, or any **Louisiana resident** transferring from any out-of-state school shall be required to take the 4<sup>th</sup> or 8<sup>th</sup> grade LEAP English Language Arts and Mathematics Tests and score at the *required achievement level for 4<sup>th</sup> and 8<sup>th</sup> Grade*.

The following Guidelines shall apply:

- 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 standard testing accommodations.
- 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 for students with disabilities participating in LEAP testing.
- School systems may charge a fee for the testing of nonpublic and home schooling students. This testing fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
- Students who participate in the spring administration and score *below the required achievement level in 4<sup>th</sup> and 8<sup>th</sup> grade* are eligible to retake the LEAP at the summer administration.
- Local school systems shall offer LEAP summer remediation to nonpublic/home schooling 4<sup>th</sup> and 8<sup>th</sup> grade students who score *below the required achievement level in 4<sup>th</sup> and 8<sup>th</sup> grade* on LEAP and to those who did not test in the spring, but wish to prepare for the Summer administration. School systems may charge a fee, not to exceed \$100.00 for this attendance. This summer remediation fee shall be refunded upon the student's enrollment in that public school system the semester immediately following summer remediation.
- Students who score *below the required achievement level in 4<sup>th</sup> and 8<sup>th</sup> grade* are not required to attend summer school offered by the local school system to be eligible to take the Summer retest. However, students must attend the LEA offered summer school to be eligible for the appeal process or the policy override.
- Only those students who score *below the required achievement level in 4<sup>th</sup> and 8<sup>th</sup> grade* after participation in **both** the Spring and Summer administration of the LEAP and who attend the summer school offered by the local school system are eligible for the appeals process or the policy override, provided all criteria are met. (Refer to the High Stakes Testing Policy)
- Students who participate in the **Spring administration only or Summer administration only** and score *below the required achievement level in 4<sup>th</sup> and 8<sup>th</sup> grade* **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 local school systems after the LEAP Summer retest but prior to February 15<sup>th</sup> 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 (SBLC).

- The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.  
NOTE: A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state.

*Other evaluation instruments may include any of the following:*

- locally-developed criterion-referenced tests,
- locally-adopted commercial criterion-referenced tests, or
- locally adopted commercial norm-referenced tests.

- ii. Names of the entrance tests used to determine grade placement
  - Grades K-5** – Informal reading or subject inventory at the school level to verify the grade placement. Schools use different tools to determine if a student will be able to handle the grade level in which he is enrolling.
  - Grades 6-8** – Iowa Tests of Basic Skills Survey Battery. These are administered through the District Assessment department.
  - Grades 9-12** – Students are given a validation test. These are similar to final exams for the courses. A test in each subject must be passed in order to receive credit for that course. These tests are constructed by the individual high schools and administered at the high school under the supervision of the Curriculum and Instruction department.
- iii. List the procedure for determining Carnegie credit for high school students.  
To validate Carnegie units claimed in Home Study, locally developed subject-matter tests addressing 9 state standards shall be used. There are state approved proficiency examinations in several core subjects that can be utilized.

2. Describe the procedures for Interim IEPs.  
Refer to the Special Education Handbook Revised June 2009.
3. List the placement test(s) administered to the above-mentioned transfer students, if applicable.  
Students in grades 5 and 9 transferring to the public school system from any in-state non-public school (state approved and unapproved) or any home schooling program shall be required to pass the English language arts **and** mathematics portions of the state adopted LEAP placement test. Additional placement tests used are described in Section G, Question 1, d. ii above.

## H. Retention Policy

1. State the number of times a student may be retained in each grade or level.
  - Students in the primary grades (K-3) may not be retained more than one year.
  - Secondary students will be retained at grade level until they have accumulated sufficient Carnegie units.

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

- Students who fail to meet the promotion criteria in Section III, Part A, B and C, shall be retained.
- In order for any student to be considered for promotion, he/she must first be present the required number of days. The attendance policy also applies to students enrolled in kindergarten.
- Retention is also considered when student performance toward meeting local promotional criteria is unsuccessful. Students will not be retained solely upon the recommendation of a private practitioner or private agency. The recommendation will be given consideration only. Retention decisions shall be the responsibility of the School-Building-Level Committee and other appropriate staff personnel.

Criteria to be considered:

- passing grades in required subjects
- number of previous retentions
- NRT/CRT performance
- attendance
- Students in the primary grades (K-3) may not be retained more than one year.
- In grades 1, 2, 3, 5, 6, and 7 a student may be retained according to his academic needs. The High Stakes Testing Policy (or the SBLC is not applicable under the High Stakes Testing Policy) determines retention in grades 4 and 8. SBLC will make decisions based on LEAP and classroom performance.
- Secondary students will be retained at grade level until they have accumulated sufficient Carnegie units.
- The School Building Level Committee determines the retention of Special Education students. SBLC will make decisions based on LEAP and classroom performance.

Special Education placement does not automatically assure promotion or retention.

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

Instruction addressing students having difficulty in K-3 will be data driven and based on multiple sources. Identified students will be instructed using the three tier model of Response to Intervention thus providing a blend of assessment and instruction. In order to reach all learners having difficulty with foundational skills, instruction will be differentiated at different levels of complexity in response to diagnosed needs. Tiered groups should be flexible so that students can flow into and out of groups according to evolving needs. The goal is to provide instruction at the appropriate level of challenge to allow students to thrive and prevent student retention at the lower grades. Resources vary by schools and may include but not be limited to the following:

- Grades K-3 DIBELS screening followed by interventions/progress monitoring
- Scott Foresman *Early Reading Intervention* and *My Sidewalks*
- Carbo
- *Bridges to Reading/Project Read*

- Voyager/FASTT Math (After school tutoring)
- Scantron followed by intervention activities from *Nettrekker*

Identified students having difficulty in grades 6-8 will be placed in intervention classes for math and/or ELA. The ELA intervention class will be READ 180 or Voyager. The math intervention class will be data driven based on Performance, Achievement, iLEAP and LEAP results. Instruction will use research based strategies (Meaningful Engaged Learning and Differentiated Instruction) and will focus on specific GLEs. The students will be actively engaged in scaffolded mathematical tasks allowing students to master the GLEs from previous grades as well as build the foundation for and master the GLEs for their present grade.

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

1. List the written policies for all alternatives to regular placements.  
Students are placed in the regular school setting and efforts are made to maintain that placement. When the student's academic, social, and/or behavioral needs are not met in the regular setting; the student is placed in an alternative setting. Specific criteria for entering and exiting the available alternative settings in Calcasieu Parish are listed in Question 3 below.
2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).

### **Pre-GED/Vocational Skills Program (Option 3)**

- In order to enter the program, the student must be currently enrolled in the Calcasieu Parish School System, be at least 16 years of age during the school year the student enrolls in the program, meet BESE qualifications and enter the program voluntarily. Entry to the program is restricted to the first ten (10) days of each academic semester.
- Students in this program are not pursuing a regular high school diploma. Students in the program are pursuing both a GED (Equivalency Diploma) and a locally issued "Vocational Skills Certificate". Students may complete the program through the attainment of either or both the Equivalency Diploma/Vocational Skills Certificate.
- Students are not required to exit the program when they have attained either the "Equivalency Diploma" or a "Skills Certificate". The student may choose to remain a part of the program until the student reaches a chronological age at which educational services by a public school are no longer mandated.
- A student may choose to leave the program at any time during the academic school year. In this case, the student reverts to the academic course of studies pursued by the student prior to program entry. The student may re-apply for program re-entry only at the beginning of an academic school year.
- Students may take the GED exam only if they meet all criteria established for eligibility to take the exam.
- The student may be removed from the program at any time for failure to adhere to disciplinary or attendance guidelines. Removal from the

program may also result from failure to maintain reasonable academic and/or vocational skill progress.

- A student that has been removed will revert to the academic course of studies pursued by the student prior to program entry. Removed students may re-apply for program entry only at the beginning of an academic school year.
- As a minimum, a student must be a participant in the program for one full year prior to being a candidate for completion. The only exception allowed would be if the student has passed the GED.
- As a minimum, students must be 18 years of age by May 31<sup>st</sup> in order to complete the program in the month of May. Exception can be allowed for students under the following circumstances:
  1. The student has passed the GED.
  2. The student would be participating in graduation ceremonies with regular education students that entered the 1<sup>st</sup> grade the same year as the skills certificate candidate
- To receive an Options Skills Certificate students must meet the following minimum criteria:
  1. Must be at least 17 years of age OR, if entering the program from the 8<sup>th</sup> grade or under, must have been in the program for at least 2 years.
  2. Must have successfully completed at least the equivalent of two (2) Carnegie units per year of instruction in a chosen skill area.
  3. Must have met all criteria for specific skills courses.
  4. Must have successfully completed a work ethics curriculum either as a locally developed stand-alone course or through integration in a skill course.

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

#### **CALCASIEU ALTERNATIVE SCHOOL**

The Calcasieu Alternative School program is available to students in grades six through twelve who meet one or more of the following guidelines:

- Have been expelled from their home-based school.
- Are considered at-risk as identified in the Pupil Progression Plan (Appendix A, Local Terms, #9).
- Have been recommended by a principal, School Building Level Committee, or parent/guardian.
- Have been placed through the IEP process and/or a hearing officer.
- The primary goal of the program is to provide an appropriate educational setting for the at-risk child and to enhance the possibilities of that child becoming a productive citizen.
- Students will be evaluated using the parish grading policies. All parish and state mandated testing procedures will be followed.

The program will meet requirements specified in the State Department and BESE-approved proposal.

## **SUPPLEMENTAL NEW CREDIT PROGRAM**

The Supplemental New Credit Program is available through the Calcasieu Alternative School. A student may earn either one-half or one whole Carnegie unit credit during the course of a single school year. If a student is enrolled in this program, the student will not be eligible for recovery credit of a previously failed course through the Calcasieu Alternative School's Credit Recovery Program.

### ***Purpose:***

- The purpose of this program is to provide students with a supplemental opportunity to earn additional credits towards graduation during their fourth year (or beyond) of high school.
- This program is designed to facilitate graduation for those students who may be lacking sufficient credit to graduate on time with their graduating class. It is not designed to shorten the student's school day at the primary school of enrollment, enhance a student's G.P.A., facilitate early graduation, enhance scholarship opportunity, meet college entrance requirements, or to acquire athletic/extracurricular eligibility.

### ***School Site:***

Students remain enrolled in their current high school setting during the day. Dual enrollment is allowed with the Calcasieu Alternative School. Instruction for this program will be provided on the Calcasieu Alternative School site or at satellite locations operated by the Calcasieu Alternative School.

### ***Entrance Requirements:***

1. The student must be currently enrolled in a Calcasieu Parish public high school.
2. The student must be in their senior year, fourth year, or beyond their fourth year in a position to graduate at the end of the school term pending completion of all requirements.
3. The student must be scheduled for a full day of instruction at the primary school of enrollment.
4. The application for dual enrollment must be submitted by the principal of the school of primary enrollment and approved by the administrative director of high schools. Only courses for new credit will be approved in this program.
5. Enrollment must be approved by October 1<sup>st</sup> for the fall session or February 1<sup>st</sup> for the spring session.
6. The student must have the "credit potential" to graduate by the end of the current school year with credits that could be earned at the primary school of enrollment and the dual enrollment site.
7. Students may be denied services for lack of available instructional seating space at the Calcasieu Alternative School sites or for disciplinary/lack of attendance infractions.

### ***Credit and Grading Guidelines:***

Carnegie-unit credit may be awarded by the Calcasieu Alternative School if the student meets the following guidelines.

1. The student must successfully complete a minimum of four hours of instructional time per week.
2. A maximum of one-half or one whole credit may be earned within a school year in this program.
3. Students must academically pass the course with a minimum numerical achievement level of 70%.
4. A grade of "P" will be awarded if credit is earned.
5. If the student fails to meet attendance and/or academic requirements of the course, the course will not be counted as a course pursued for G. P.A. or transcript purposes. However, attendance and academic records will be maintained for these courses in the student's record folder located in their primary school.
6. The Principal of the Calcasieu Alternative School will award credit to the primary school, if the student fulfills all requirements established.

**Courses Available:**

A limited number of core subjects will be offered. All courses will be computer-based, but may be supplemented by teacher-based instruction as deemed appropriate by the principal of the Calcasieu Alternative School.

**ENGLISH**

English I  
English II  
English III  
Civics

**MATHEMATICS**

Algebra I  
Algebra II  
Financial Math  
Health Education

**SCIENCE**

Physical Science  
Environmental Science

**SOCIAL STUDIES**

Free Enterprise  
American History  
World Geography  
World History

**CREDIT RECOVERY PROGRAM**

- The "Credit Recovery Program" may be utilized only by students currently enrolled in a Calcasieu Parish public high school.
- The "Credit Recovery Program" is offered through the Education Resource Center under the authority of the Calcasieu Alternative School. A parallel program is available on all high school campuses. This program is delivered primarily through computer software programs. Credit recovery is designed to assist in the retention of at-risk high school students and the recovery of students who have dropped out. The program is also designed to enable these unique students to make progress towards a high school diploma. It provides an alternative opportunity to obtain Carnegie unit credit(s) previously pursued by the student. Failure to receive credit could have been the result of failing grades, poor attendance, or extenuating circumstances beyond the student's control.
- The program is not to be used as a means of attaining Carnegie unit credit for coursework pursued through home-school, non-accredited schools, or any other non-approved Carnegie unit instruction. It is not designed to shorten the student's school day at the primary school of enrollment, enhance a student's

- G. P. A., facilitate early graduation, enhance scholarship opportunity, meet college entrance requirements, or to acquire athletic/extracurricular eligibility.
- Enrollment is done on a priority basis. (Highest priority is given to Seniors preparing for graduation and Freshmen pursuing on-time promotion to the 10<sup>th</sup> grade.)
  - Participants at the Education Resource Center site must (1) supply the Alternative School with a high school transcript (2) be between 16 and 21 years of age (3) have not passed the class in which they have enrolled for either academic or attendance reasons (4) must pass LEAP/GEE in order to attain a high school diploma.
  - Eligibility for entry into the Credit Recovery Program is based on one or more of the following criteria: (1) A G.P.A. below 1.8. (2) Credit shortage as documented with less than 5 credits at the end of 1 year in grades 9-12, less than 10 credits by the end of 2 years, or less than 17 credits at the end of 3 years. (3) One or more years behind normal progression as documented by retention. (4) Achievement test scores below promotion standards. (5) The student has been identified by student services personnel based on a number of the following criteria:
    - (a) the student is apathetic
    - (b) the student has excessive absenteeism
    - (c) the student lacks standard language skills
    - (d) the student is pregnant/parenting
    - (e) the student has stated that he/she intends to drop out of school as verified by the parent/guardian
    - (f) the student is a current or previous dropout
    - (g) the student exhibits other characteristics that indicate he/she is at high risk (i.e. health, adjudicated, homebound).

#### **CALCASIEU ALTERNATIVE SITE FOR ELEMENTARY STUDENTS (CASES)**

CASES is an alternative site where students receive behavioral and academic interventions when they are unable to function in the regular school setting. The purpose of CASES is to provide an environment where all children are able to learn responsible behavior. Students are recommended by a school principal for CASES intervention due to the student's habitual violation of school rules. Students stay for a minimum of forty-five days, at the end of which a transitional conferences is held with all parties who attended the initial placement meeting. If the student has been successful, he returns to the originating school. If not, he will remain at CASES until all involved deem him ready to return to his home school. The student will continue to receive assistance from the CASES counselor and the social worker while addressing academics. The ultimate goal is to return students to a productive pursuit of academics in a traditional setting

#### **EARLY COLLEGE ADMISSIONS**

- a. Early college admission applies to **every high school student enrolled** and attending college full time. Prior to graduation from high school, students of high ability may be admitted to a college on a full-time basis provided that the following conditions are met:
  - A student must have maintained a "B" or better average on all work pursued during 3 years (6 semesters) of high school.

- He must earn a minimum composite score of 25 on the ACT or the concordant value on the enhanced ACT, or a score of 1050 on the SAT and this score must be submitted to the college.
- He must be recommended by his high school principal.
- b. Upon earning a minimum of 24 semester hours at the college level, the student will be eligible to receive a high school diploma. The high school principal shall submit to the State Department of Education the following:
  - Forms provided by the State Department of Education and completed by the college registrar, certifying that the student has earned 24 semester hours of college credit.
  - A Certificate of High School Credits (white and pink copies).
  - A student not regularly enrolled in the current school year in the high school is automatically eliminated from participation in all high school activities with the exception of high school graduation ceremonies.
  - A student not regularly enrolled in the current school year in the high school is automatically eliminated from “honors recognition” and “class rankings”.
  - Supportive data for student’s assignment for early college admission through School-Building-Level Committee shall be retained in student cumulative folders.

#### **TRANSITIONAL PROGRAM FOR RESIDENTS OF BOYS AND GIRLS VILLAGE**

- This Transitional Program is limited to students who have been admitted to residency status at Boys and Girls Village. Eligible students will be placed in the program at the time of admission to the residential facility.
- Curriculum will be individualized, diagnostic, and prescriptive. Courses will address state standards and grade-level standards in curriculum guides when appropriate for the individual student.
- Children receive educational services of teachers and tutors provided by the Calcasieu Parish School System
- Students will be evaluated using the parish grading policies. All parish and state mandated testing procedures will be followed.

#### **HARBOUR HOUSE HOMEBOUND PROGRAM**

- Harbour House ETC is an emergency shelter for children ages 7-17 who are in need of temporary care in a physically unrestricting environment. These children include those who are removed from their homes for reasons of neglect, physical or sexual abuse, children who run away from home or are homeless, children in foster care awaiting placement, children on supervised probation or status offenders, and children in need of care.
- Children receive educational services of teachers and tutors provided by the Calcasieu Parish School System.
- Curriculum will be individualized, diagnostic, and prescriptive. Instruction will address state standards and grade-level standards.
- Students will be evaluated using the parish grading policies. All parish and state mandated testing procedures will be followed.

#### **DETENTION CENTER HOMEBOUND PROGRAM**

- Children housed at the Detention Center receive education services of teachers and tutors provided by the Calcasieu Parish School System.
- Curriculum will be individualized, diagnostic, and prescriptive. Instruction will address state standards and grade-level standards.
- Students will be evaluated using the parish grading policies. All parish and state mandated testing procedures will be followed.

### **SCHOOL AGE MOTHERS' PROGRAM**

- The School Age Mothers program provides continuing classroom instruction to the expectant or newly delivered mothers who have medical or emotional problems that are manifested to such they cannot attend regular class. These students are limited in their ability to participate in normal school activities. The program also provides the students with information on social, health and supportive resources.
- Students must be registered and attend a Calcasieu Parish School. Application must be made through the Department of Special Services.
- After eligibility is met, a contact is made with the parent to establish a beginning date and the student's class time. An IEP is scheduled and developed for the special education student and a 504 action plan is formulated for the regular education student. Using teacher input, the Hospital/Homebound teacher will develop an appropriate lesson plan for the individual student. Instruction will address state standards and grade level standards. Students will be evaluated according to parish grading policies. All parish and state mandated testing standards will be followed.
- The program has four scheduled classes that meet twice weekly for a total of eight to ten hours. An additional two hours of class are available for any of the students who require additional help with their course work. During this time, prenatal/infant care classes are scheduled in conjunction with regular classes.
- Students return to their regular school when released by a doctor.

### **JAKE DROST SCHOOL**

- Jake Drost School is an alternative school for special education students with severe to profound disability and health issues.
- Curriculum will be individualized, diagnostic, and prescriptive.
- All parish and state mandated testing procedures will be followed.

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

**(Do no include copies of policies identified in *Bulletin 741*.)**

### **ADULT EDUCATION - ADULT AND CONTINUING EDUCATION**

The Adult Basic Education (ABE) Program is designed for members of the Parish who wish to learn how to read and write, learn English as a second language or refresh skills once learned. ABE classes consist of grades kindergarten to eight. Anyone 17 years of age or older may attend this program. The services of the

program will also be available to 16-year old students provided they have written consent of the parent, tutor, or legal guardian and approval and recommendation of the School-Building-Level Committee and administrative staff. R. S. 17:14 Program is intended for adults who desire to complete their high school education. Participants must have reached their 17th birthday before being eligible to take the G.E.D. Test, which consists of high school grades. There are no age requirements for persons who are married.

The day and evening school programs are free to members of the public. Each student enrolled must meet the following expectations. (No exceptions are made.)

- Every enrollee in Adult Education classes takes the California Achievement Test to determine his/her level of achievement. Instructors of adult classes teach skills needed to pass the G.E.D. Test.
- One of the criteria for taking the G. E. D. Test is that a student has to be a school dropout or a veteran with an Honorable Discharge from any branch of the United States Armed Forces.
- A student has to score 13.0 or better over all parts of the achievement test with no part scoring under 12.0 to be able to apply to take the G. E. D. Test.
- If a student scores 13.0, he then goes to McNeese State University where he takes the G. E. D. Test. He must score an average of 40 on each part with no part scoring under 40 or an average score of 45 to pass the G.E.D. Test.
- Upon passing the G. E. D. Test, a student is awarded a high school equivalency diploma from the school of his choice within the state. Tests are scheduled twice a month at McNeese State University.

## **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 Pupil Progression Plan will be placed on the Calcasieu Parish School System's Home Page under the section on Policies. This will make the Pupil Progression Plan accessible to all parties. Each faculty will receive in-service as to the plan itself and to the local school system's interpretation. The plan will be updated as changes occur. When this happens, additional in-service will be provided for everyone involved.
  - Periodic monitoring of regular instruction will consist of an examination of academic progress, as well as other educational and socioeconomic considerations. However, structured monitoring shall begin during the month of January each school session. It shall be the responsibility of the local school principal to see that promotion and placement policies are implemented in accordance with the guidelines established in Section II and Section III of this document. A review of placement policies may be initiated at any time upon the request of parents, teachers, principals, the

superintendent, or the local board. The decision will rest with the principal and appropriate staff personnel.

- Principals are charged with the responsibility of informing parents and monitoring for the purpose of uniform implementation. Central office staff members who are designated as evaluators of principals are charged with the task of monitoring principals and teachers to assure uniform implementation.
- The principal, appropriate supervisor, consultant, or Director will monitor the policies for promotion, retention, and placement into remedial classes. Parental involvement will be requested where the teacher, principal, supervisor and/or director make exceptions to these policies.
- A review of these policies as they affect the grade placement or class placement of a student may be initiated upon written request by the parent/s or guardian. Upon receipt of the request by the principal, a conference will be initiated within 10 school days. The principal will invite the appropriate teacher, supervisor, consultant, or both as the case may be, to attend the conference. After reviewing the policies and their implementation as they affect the individual student, further questions and concerns will be resolved by following the "due process" procedure.

## **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.

Calcasieu Parish Schools shall maintain records of each student's placement, K-12. Each record shall be kept as a part of the student's cumulative file. Other student records shall include: 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, and Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA-Part B). When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.

Likewise, information on student placement will be filed as well as information on the outcome of student participation in regular, remedial, and/or alternative programs. (Other pertinent data, including scores on IEP from state and local testing programs and multi-disciplinary evaluations will be maintained.) A copy of the letter and a copy of the parents'/guardians' written consent for placement in or removal from alternative to regular placement shall be kept on file. A copy of the letter informing the parents'/guardians' of either the placement of the student in or the removal of the student from a remedial program shall be kept on file. Copies on file shall also consist of School-Building-Level Committee decisions and documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973. (See Appendix B)

## **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

- Step One - Informal**

- Within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance (or within twenty (20) days of the publication of this grievance procedure, whichever is later), the grievant shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance.

- Step Two - The "Responsible Official"**

- Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "responsible official" on the form provided as part of this procedure.

- The grievance shall:

1. name the employee or student involved,
    2. state the facts giving rise to the grievance,
    3. identify the specific relief requested.

- Within five (5) days after receiving the written grievance, the "responsible official" shall give his answer in writing to the grievant.

- Step Three - The Superintendent**

- If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the "responsible official's" answer, appeal to the superintendent by filing the grievance and the "responsible official's" answer, along with any written response of the grievant to the answer of the "responsible official", with the office of the superintendent which shall receipt thereof.
    - The superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the superintendent's office and shall render his decision in writing within ten (10) days after such hearing.
    - The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the superintendent.
    - The grievant shall be furnished a copy of the decision of the superintendent.
    - The decision of the superintendent shall be final within the school corporation.

- b. Student with disabilities

Due process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA-Part B, Louisiana Bulletin 1706).

c. Section 504 students

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA). Due process procedures for qualified handicapped students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

[R. S. 17:7(11)] The Louisiana Law for the Education of Dyslexic Students  
Due Process procedures for [R. S. 17:7(11)] must be consistent with parish policies.

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

# SECTION IV

## REMEDIATION

### Legal Authorization

R.S. 17:24.4(G) provides that those students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by the State Board of Elementary and Secondary Education.

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

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

#### **Purpose**

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

#### **State Mandatory Requirements**

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

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
  - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
  - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
  - Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

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

## Local Program Development and Evaluation

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

### I. School Year Remediation Program

#### A. Program Objectives

List the objectives for your school year intervention/remediation program.

The remedial program shall be based on performance objectives related to educational achievement in grade appropriate skills addressed through the statewide curriculum standards for required English language arts, mathematics, social studies and science; and shall provide services designed to meet the educational needs of each participating student which includes students with disabilities. Beyond the goal of student achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B).

- 70% of the elementary students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 4<sup>th</sup> grade ELA LEAP assessment.
- 70% of the elementary students receiving remediation in mathematics during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 4<sup>th</sup> grade mathematics LEAP assessment.
- 70% of the middle school students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8<sup>th</sup> grade ELA LEAP assessment.
- 70% of the middle school students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8<sup>th</sup> grade ELA LEAP assessment.
- 70% of the 4<sup>th</sup> grade students receiving remediation in science and/or social studies, due to scoring below Basic in science and/or social studies on LEAP, will demonstrate growth in the areas of deficiencies on the 5<sup>th</sup> Grade iLEAP test
- 70% of the 8<sup>th</sup> grade students receiving remediation in science and/or social studies, due to scoring below Basic in science and/or social studies

on LEAP, will demonstrate growth in the areas of deficiencies on the 11<sup>th</sup> Grade GEE 21 test

## B. Program Description

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

Fourth grade students scoring at the 30<sup>th</sup>ile on the 3<sup>rd</sup> grade ITBS portion of the ELA iLEAP and below Basic on the mathematics and/or ELA iLEAP are eligible for school year intervention/remediation.

Fourth grade students who are repeating the grade are eligible for school year intervention/remediation.

Fourth grade students scoring Unsatisfactory on LEAP in science and/or social studies will be eligible for school year intervention/remediation.

Eighth grade students scoring below Basic on the 7<sup>th</sup> grade ELA and mathematics iLEAP are eligible for school year intervention/remediation.

Eighth grade students repeating the grade are eligible for school year intervention/remediation.

Eighth grade students scoring Unsatisfactory on LEAP in science and/or social studies will be eligible for school year intervention/remediation.

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?

The suggested minimum pupil/teacher ratio at each grade level is 10 /1.

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?

The suggested minimum number of hours of remediation provided to eligible students is 40 hours.

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

The school year intervention/remediation programs will begin no later than October 1.

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

- Calcasieu Parish shall adhere to the teacher qualification as specified in R.S. 17:398A and Board Policy.
- Paraprofessionals employed to instruct under the immediate supervision of an appropriately certified teacher to assist with remediation shall have the following qualifications:
  - Must be at least twenty years of age;

- Must possess a high school diploma or its equivalent; and
- Must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student (R.S. 17:398A and Board Policy).
- Tutors hired for the 8<sup>th</sup> grade students must have at least two years of college.

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

- Instruction, giving attention to learning styles, shall include but not be limited to the objectives, the philosophy, the methods, and the materials included in the state content standards, benchmarks and grade level expectations.
- Instruction in English language arts shall emphasize the various forms of communication skills such as reading, comprehend and respond; writing competently; conventions of language; locating, selecting and synthesizing information, read, analyze and respond to literature; and applying reasoning and problem solving skills.
- Instruction in mathematics shall include number and number relations, algebra, measurement, geometry, data and probability, patterns, relations and functions. Emphasis will be placed in using mathematics in real world situations.
- Leap Tutoring Guides, PASS on Paper, PASS, GLE Focus lessons, comprehensive curriculum, ancillary materials including computer software, calculators, paperback books, novels, periodicals, newspapers, and practice books shall supplement and reinforce those methods and materials used in the regular programs.
- Instruction in science shall include inquiry, physical science, life science, earth and space science and environmental science. Emphasis will be placed on conceptual understanding of all the sciences. Special curriculum materials will be used by the science teachers for remediation within the classroom
- Instruction in social studies shall include geography, civics, economics and history. Special curriculum materials will be used by the social studies teachers for remediation within the classroom
- GLE Focus lessons PASS on Paper, PASS, comprehensive curriculum ancillary materials including computer software, FOSS kits, historical novels, periodicals, newspapers, and practice books shall supplement and reinforce those methods and materials used in the regular programs.

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

Parents will be required to sign a form documenting they refuse school year remediation services for their children.

8. Describe how science and social studies remediation is implemented.

In grades 4, 5 and 8:

- Instruction in science shall include inquiry, physical science, life science, earth and space science and environmental science. Emphasis will be placed on conceptual understanding of all the science strands. Special curriculum

materials will be used by the classroom teachers for remediation within the classroom. These materials include but are not limited to: PASS on Paper, PASS, GLE Focus lessons, comprehensive curriculum, ancillary materials including computer software, paperback books, novels, periodicals, newspapers, and practice books. These materials shall supplement and reinforce those methods and materials used in the regular programs.

- Instruction in social studies shall include geography, civics, economics and history. Special curriculum materials will be used by the classroom teachers for remediation within the classroom. These materials include but are not limited to: PASS on Paper, PASS, GLE Focus lessons, comprehensive curriculum, ancillary materials including computer software, paperback books, novels, periodicals, newspapers, and practice books. These materials shall supplement and reinforce those methods and materials used in the regular programs.

In grade 9, students will be included in GEE remediation for science and social studies during the school year. This remediation may be delivered inside and/or outside the typical school day.

#### C. Coordination of Funds

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

The primary funding for the remediation program in our district comes from the State Department Remediation Grant. Individual schools sometimes use Title 1 funds to supplement their programs for maximum student growth. In the event that State department funds are unavailable, schools will continue to use Title I funds and individual school funds to supplement their programs for maximum student growth.

#### D. Evaluation

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

Each school's tutoring coordinator will document evidence of achievement/growth of students participating in school year remediation as evidenced by their performance on the LEAP/iLEAP assessment.

## II. Summer Remediation Program

#### A. Program Objectives

List the objectives for your summer remediation program.

The summer remediation program shall be based on performance objectives related to educational achievement in grade appropriate skills addressed through the statewide curriculum standards for required English language arts and mathematics and shall provide services designed to meet the educational needs of each participating student which includes students with disabilities.

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

- 60% of the 4<sup>th</sup> grade students receiving remediation in English language arts during summer remediation shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the summer retest of the 4<sup>th</sup> grade ELA LEAP assessment.
- 60% of the 4<sup>th</sup> grade students receiving remediation in mathematics during summer remediation shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 4<sup>th</sup> grade mathematics LEAP assessment.
- 60% of the 8<sup>th</sup> grade students receiving remediation in English language arts during summer remediation shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8<sup>th</sup> grade ELA LEAP assessment.
- 60% of the 8<sup>th</sup> grade students receiving remediation in English language arts during summer remediation shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 8<sup>th</sup> grade ELA LEAP assessment.

## B. Program Description

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

- Any 4<sup>th</sup> or 8<sup>th</sup> grade student (public, non-public, home school) who scores at the Approaching Basic or Unsatisfactory achievement level on the spring LEAP ELA and /or mathematics tests is eligible for summer remediation.
- Any non-public or home school 4<sup>th</sup> or 8<sup>th</sup> grade student planning to enroll in the 5<sup>th</sup> or 9<sup>th</sup> grade at a public school who has not taken the spring LEAP test is eligible for summer remediation. This student must score at the Basic/Approaching Basic combination or above in ELA and math on the summer test in order to enroll in a public school.
- Special education students not attaining the performance standards on LEAP or LAA II shall be offered remediation the same as regular education students with special support provided as needed.

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?

The elementary and middle school pupil/teacher ratio for summer remediation shall be no greater than 15:1.

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 4<sup>th</sup> and 8<sup>th</sup> grade levels.

- 4<sup>th</sup> and 8<sup>th</sup> grade students scoring *below the required achievement level* in ELA and/or math on LEAP shall be offered no less than 50 hours of remediation during LEAP Summer School, before retaking the LEAP test in June.

- The summer remediation program will run for a minimum of 16 instructional days. Students will be instructed for 3 hours and 10 minutes each day in ELA and for 3 hours and 10 minutes in math.
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.
- Calcasieu Parish shall adhere to the teacher qualification as specified in R.S. 17:398A and Board Policy.
  - Paraprofessionals employed to instruct under the immediate supervision of an appropriately certified teacher to assist with remediation shall have the following qualifications:
    - Must be at least twenty years of age;
    - Must possess a high school diploma or its equivalent; and
    - Must have taken the ParaPro test and score 450 out of 480 OR have 12 hours of college math and 12 hours of college English
5. Describe the materials and methodology to be used throughout the district in summer remediation.
- Instruction, giving attention to learning styles, shall include but not be limited to the objectives, the philosophy, the methods, and the materials included in the state content standards, benchmarks and grade level expectations.
  - Instruction in English language arts shall emphasize the various forms of communication skills such as reading, comprehend and respond; writing competently; conventions of language; locating, selecting and synthesizing information, read, analyze and respond to literature; and applying reasoning and problem solving skills. Students spend time responding to a variety of writing prompts.
  - Instruction in mathematics shall include number and number relations, algebra, measurement, geometry, data and probability, patterns, relations and functions. Emphasis will be placed in using mathematics in real world situations and solving constructed response problems.
  - Released test items, Exemplars, Summer Tutoring Guides, PASS on Paper, PASS, GLE Focus lessons, comprehensive curriculum, ancillary materials including computer software, calculators, paperback books, novels, periodicals, newspapers, and practice books shall supplement and reinforce those methods and materials used in the regular programs.
6. Describe the form of documentation collected for students' and parents' who refuse summer remediation services.
- Parents meet with the school counselor to go over the LEAP Summer School registration form. If the parent refuses summer remediation services for their child, the appropriate box is checked and the parents sign the form.

### **C. Coordination of Funds**

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

The primary funding for the remediation program in our district comes from the State Department Remediation Grant. In order to provide required services for students attending summer remediation and to keep pupil teacher ratio at an acceptable level the district supplements summer remediation funds.

#### **D. Evaluation**

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

The evaluation of the remediation program, encompassing both the educational process and student growth, shall be accomplished through the Central Office staff in conjunction with School-Building-Level staff and in compliance with the LEAP High Stakes Testing Policy.

Calcasieu Parish shall complete an annual evaluation of its program using the approved Department guidelines and shall submit the evaluation report to the State Department of Education upon request.

### **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**

The remedial program shall be based on performance objectives related to educational achievement in grade appropriate skills addressed through the statewide curriculum standards for required English language arts, mathematics, social studies and science; and shall provide services designed to meet the educational needs of each participating student which includes students with disabilities. Beyond the goal of student achievement in grade appropriate skills, additional goals are to give students a sense of success, to prevent alienation from school, and to prevent their early departure from school (R.S. 17:395 B).

- 70% of the secondary students receiving remediation in English language arts during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 10<sup>th</sup> grade ELA GEE 21 assessment.
- 70% of the secondary students receiving remediation in mathematics during the school year shall demonstrate growth in the area(s) of deficiency/deficiencies by scoring at the required achievement level on the annual 10<sup>th</sup> grade mathematics GEE 21 assessment.
- 70% of the secondary students receiving remediation in science and/or social studies, due to scoring unsatisfactory in science and/or social studies on GEE 21, will demonstrate growth in the areas of deficiencies on the annual 11th Grade GEE 21 tests.

## **B. Program Description**

### 1. Student selection criteria

Secondary students enrolled in high schools are afforded the opportunity of GEE remediation if they have failed a portion of the GEE or have demonstrated poor results in either standardized testing or core subjects relevant to GEE testing.

### 2. Pupil/Teacher ratio

Schools will strive to achieve a 15 to 1 ratio of students to teachers in all remedial sessions. Limitations of teachers available to provide the service will be taken into consideration.

### 3. Instructional time

The district will meet or exceed all minimal time requirements (40 hours) as outlined in state regulations. Remedial session will be made available during the summer and regular school session.

### 4. Selection criteria for teachers and/or paraprofessionals

Only secondary certified teachers will be utilized in GEE remediation. The district will strive to provide subject specific certified instructors in both the summer and regular school sessions.

### 5. Materials and methodology to be used

Curriculum will be in alignment with standards, benchmarks and GLE's within the subject area. Methodology will be face to face direct instruction. Teachers will be allowed to vary methodology based on specific student needs.

### 6. Program type – Examples (Remediation Courses, After-school tutoring, Saturday tutoring, summer school, other) List all that apply

Remediation will be made available at several school sites each summer with geographical and logistic considerations being made for students. Every high school will provide appropriate remediation opportunities during the regular school year. This remediation may be delivered inside and/or outside the typical school day.

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

Appropriate documentation will be maintained as a part of the student records at the school level.

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

The primary funding for the remediation program in our district comes from the State Department Remediation Grant. Individual schools entitled to Title 1 funds may use these funds to supplement their programs for maximum student growth. In addition, Title One funds enable at risk students to participate in remediation during the regular school year. District funds may be used at both Title 1 and non-Title 1 high schools during the regular school sessions.

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

High school remediation coordinators document evidence of achievement/growth of students participating in school year remediation as evidenced by their performance on the GEE 21 assessment.

## **APPENDIX A**

**This section should include the following:**

### **Definition of Terms**

A list of **state terms** as outlined in the Guidelines.

#### **DEFINITION OF TERMS**

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

#### **A. State Terms:**

1. **Acceleration** - Advancement of pupil at a rate faster than usual in or from a given grade or course. This may include “gifted students” identified according to Bulletin 1508.
2. **Alternate Assessment** - The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.
3. **Alternative to Regular Placement** – Placement of students in programs not required to address the State Content Standards
4. **Content Standards** - Statements of what we expect students to know and be able to do in various content areas.
5. **LEAP Summer Remediation Program**- The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English language arts or mathematics.
6. **Louisiana Educational Assessment Program LEAP**-The state’s testing program that includes the grades 3, 5, 6, 7, and 9 iLEAP( Integrated Iowa and Criterion Test Items); the grades 4 and 8 Criterion-Referenced Testing Program LEAP for the 21<sup>st</sup> Century including English/language arts, mathematics, social studies, and science; the grade 10 GEE 21 (English and language arts and math) and the grade 11 GEE 21 science and social studies and retest in English language arts, mathematics, written composition.
7. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.

8. **Pupil Progression Plan** - The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she can be recommended for promotion.
  9. **Regular Placement** - The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
  10. **Remedial Programs** - Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria
  11. **Remediation** - See Remedial Programs.
  12. **Retention** - Non promotion of a pupil from a lower to a higher-grade .
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local Plan.)

**B. Local Terms:**

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

**1. Academically Able**

One who is functioning at grade level as determined by the local school system.

**a. Foreign Language Program**

1. Students who are functioning at grade level and who have shown at least average progress in language arts studies especially in reading.
2. Students who have scored at or above the *Basic* proficiency level on the LEAP/iLEAP are strongly recommended for enrollment and/or continuation in the foreign language program.
3. Students who scored at or above the 50<sup>th</sup> percentile on the ITBS in reading may be considered only if satisfactory class work has been demonstrated in all other areas of the language arts curriculum.
4. Classroom teacher recommendation.
5. Parental recommendation.

**b. Mathematics**

1. Students who are functioning at grade level, demonstrate at or above average progress (Grade 8) in mathematics studies, and demonstrate a great aptitude for Math as verified by the Counselor, Teacher(s), and Principal may be offered Algebra I for high school credit.

2. In smaller schools that do not have enough students to warrant a class, "Academically able" students are grouped with others taking the curriculum prescribed Math for Grade 8.
- c. **Special Education**  
For special education students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, the IEP Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.
2. **Accommodation** - Any technique that alters the academic setting or environment.
3. **ACT** - American College Testing (Program). A test required for entrance into state colleges and universities.
4. **ACT 146** - Regulations that provide for the implementation of kindergarten developmental readiness screening programs.
5. **Action Plan** - The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973.
6. **Appraisal Team** - Appraisal personnel assigned to a particular school. The team consists of at least an educational assessment teacher, a school psychologist, and a school social worker.
7. **Assessment Teacher** - An appraisal role for a specialist who is involved in assisting students who have problems in regular education and in evaluating students identified as having need of Special Education.
8. **At Grade Level or Above** - Students demonstrating at least average progress (grade C or above) as verified by teacher/s and principal.
9. **At Risk** - Students identified as exhibiting one or more of the following factors:
  - have been retained academically one or more years;
  - have exhibited excessive absenteeism;
  - have been adjudicated as delinquents;
  - are pregnant and/or parents;
  - have achieved less than a 2.0 grade point average on 4.0 scale;
  - come from low socioeconomic level.
10. **Basal (Text)** - An elementary textbook adopted by the parish for general use in the classroom.
11. **Bulletin 741** - Handbook for School Administrators--a comprehensive guidebook issued by the State Department of Education.
12. **Bulletin 1508** - Pupil Appraisal Handbook.
13. **Bulletin 1566** - Guidelines for Pupil Progression.
14. **Bulletin 1706** - Regulations for Implementation of the Exceptional Children's Act.

15. **Bulletin 1903** - Guidelines for the Education of Dyslexic Students.
16. **Career and Technical Education** - Organized educational programs specifically designed to provide students with skills necessary for success at the post-secondary level as well as in the world of work. Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational course clusters affords students an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
17. **Carnegie Unit of Credit** - State approved quantitative as well as quantitative measure. In Calcasieu Parish Schools, which are approved by the State of Louisiana as well as the Southern Association of Colleges and Schools, a unit of credit is awarded after successful completion of a year's work. Classes meet five days a week for thirty-six (36) weeks, fifty (50) minutes each day. Half units represent eighteen (18) weeks participation on the same basis.
18. **Co-curricular Activities** - Those activities that are relevant, supportive, and are an integral part of the program of studies and which are under the supervision and/or coordination of the school instructional staff.
19. **Criterion Reference Test** - An assessment instrument used to determine mastery of specific skills; also called unit, chapter, or periodic test.
20. **Cumulative Folder** - A permanent record of a child that contains documentation of his/her progress at school.
21. **Developmental** - Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, socio-emotional development, auditory discrimination, visual discrimination, and self-help skills (BESE Policy).
22. **ELDA** –English Language Development Assessment, as part of NCLB, Title I and Title III requirements to annually assess K-12 LEP student progress in acquisition of English language and report independently measured scores for progress in acquisition of listening, speaking, reading and writing; and report a measure of comprehension. The assessment aligns with the state English Language Development (ELD) standards.
23. **Extended Standards** – The Louisiana Extended Standards provide links from curriculum to instruction for students with significant cognitive disabilities. They are an extension of the content standards, benchmarks, and GLEs and provide three levels of complexity.
24. **Extracurricular Activities** - Those activities that are not directly related to the program of studies but are under the supervision of school instructional staff and are considered valuable for the overall development of the student. Extracurricular activities shall not be scheduled during instructional time.

25. **IASA Title I- Remedial Programs** - Programs designed to assist educationally disadvantaged students to overcome educational deficits identified through testing and other local criteria.
26. **IASA Title I** -Improving America’s School Act-Title I of Public Law 103-382 (formerly ESEA, Chapter I Act of 1965 and amended 3/31/94.)
27. **Instructional Time** - The schedule time designated for teaching courses outlined in the program of studies
28. **Exceptional Child** - A child evaluated in accordance with the Regulations for Implementation of the Exceptional Children’s Act and Louisiana Department of Education Bulletin 1508.
29. **GED** - General Equivalency Diploma
30. **Gifted (Academically)** - In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.
31. **Hospital or Homebound** - Any situation in which physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment.
32. **IAP** – The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular class room.
33. **IEP** - The individual education program required by Subpart 441 of the Regulation for ACT 754.
34. **Itinerant Special Education Program** - A type of instructional program in which a special education teacher provides instruction at more than one approved site in accordance with the pupil teacher ratio in the Regulations for Implementation of the Exceptional Children’s Act.
35. **Inventory Tests** - Pre-assessment tests (readiness, placement, screening) given to indicate specific needs of individual students.
36. **Lateral Acceleration** - Enrichment through the use of high affective and cognitive skills while dealing with content appropriate to the assigned grade level.
37. **Limited/Non Limited Proficient** – Students who have little or no social and/or academic proficiency in the English language and referred to as LEP in Bulletin 741.
38. **Mainstreamed** - Students who are assigned to a self-contained special education class and are functioning in a regular class for a portion of the school day.
39. **Modification** - Any technique that alters the work required in some way that makes it different from the work required of other students in the same class.
40. **Multi-supplementary Materials** - Materials used in the classroom in addition to adopted textbook.

41. **Multisensory Structured Language Program** – direct, explicit instruction in the code of written language (letter-sound system). The code and the rules governing written language are taught in a sequential, cumulative manner.
42. **Readiness Screening** - The process of identifying the performance levels, skills, and abilities of young children, emotional, and social development
43. **Rehabilitation Counselor** - An individual who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. It also includes vocational rehabilitation services.
44. **Related Services** - Transportation and such development, corrective and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology services, vision services, psychological services, physical and occupational therapy, adaptive physical education, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.
45. **Resource Center for Gifted** - A type of instructional setting, designed or located at one school that provides instructional services to gifted or talented students from two or more schools and in which:
  - Instruction is provided by a teacher who is certified in the exceptionality for which instruction is provided.
  - No less than twenty-four (24) or more than fifty-five (55) children are enrolled for each teacher.
  - Instruction time is not less than three (3) hours per week.
46. **School-Building-Level Committee** – A mechanism which functions as an in-school resource committee and as a liaison committee to support services. The School-Building-Level Committee has three primary functions:
  - a. It acts as a reference team for insuring that all resources available within the school have been employed prior to referral to pupil appraisal.
  - b. It is the in-school mechanism for review of decisions affecting retention or promotion. The membership of the committee will vary with the problem presented, but should always include the following positions: referring teacher, principal or his designee and counselor. The assessment teacher should be included if a referral for appraisal is being considered.
  - c. It serves as a committee of three or more knowledgeable people who oversee referrals, assessment, educational planning, and program implementation for students with dyslexia and other related disorders per requirements of Section 504 of the Rehabilitation Act of 1973.

47. **School Day** - The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities.
48. **Special Education Handbook** - Special Education teachers' handbook addressing special education policies and procedures.
49. **Support Staff** - Personnel at the building level and/or personnel from the central office staff with specific expertise. Support staff may include consultants and supervisors from regular instruction, director of instructional programs, special education, federal programs and pupil personnel services.
50. **Vertical Acceleration** - Upward movement to higher-grade level skills.

**APPENDIX B**  
**SCHOOL-BUILDING-LEVEL COMMITTEE**

**MEETING VERIFICATION**

**STUDENT INFORMATION:**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Present Grade Level: \_\_\_\_\_

Number of Previous Retentions: \_\_\_\_\_

**REASON FOR MEETING:**

\_\_\_\_\_

**COMMITTEE DECISION:**

\_\_\_\_\_

**COMMITTEE SIGNATURES:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

COPY - Principal's Office

COPY - Student Folder

## APPENDIX C

### REFUSAL OF REMEDIATION

I hereby acknowledge that the Calcasieu Parish School System has offered remedial help to my son/daughter at no cost for deficiencies that were identified on the LEAP/CRT.

Student \_\_\_\_\_

School \_\_\_\_\_

Subjects(s) - Circle those applicable  
English/Language Arts  
Composition  
Mathematics  
Science  
Social Studies

Signature Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX D**  
**Calcasieu Parish School System**  
**LEAP for the 21<sup>st</sup> Century**  
**Parent/School/Student Compact**

School: \_\_\_\_\_ School Session: \_\_\_\_\_

Check One:  
 \_\_\_\_\_ Early Intervention (grades 3 or 7) \_\_\_\_\_ Remediation (grades 4 or 8) \_\_\_\_\_ Alternative/Remediation (grades 4.5 or 8.5)

This is an agreement among the parent, child, LEAP classroom teacher, and administrator regarding the responsibilities in cooperating with the LEAP for the 21<sup>st</sup> Century Program. \*\*\*All parties fully understand that this program will be designed to assist the child who has scored at the *Unsatisfactory* level and/or "at risk" of scoring at the *Unsatisfactory* level on LEAP. All participants must comply with the rules and regulation of the Calcasieu Parish School Board Rules and Policies.

**Parental Agreement**

1. Encourage my child to work hard and succeed at school.
2. Attend conferences when requested to do so.
3. Encourage my child to attend school regularly.
4. Assist with child's home learning.

**Student's Agreement**

1. Obey the rules established by the school and classroom.
2. Attend school regularly.
3. Participate and strive to do my best on all learning activities.
4. Complete home learning assignments.

**LEAP Classroom Teacher's Agreement**

1. Respect all learning styles and vary activities based on the individual needs.
2. Work collaboratively with other teachers, in order to plan daily instruction that will be aligned with standards and benchmarks.
3. Promote and encourage student's participation and attendance.
4. Provide opportunities to encourage the development of high self-esteem and character.

**School Administrator's Agreement**

1. Encourage students to do their best.
2. Work collaboratively with classroom teacher, parents, and children.
3. Encourage students to comply with the rules and regulations of the LEAP Program and the Calcasieu Parish School Board Rules.

\_\_\_\_\_  
**Parent's (Guardian) Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**LEAP Classroom Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School Administrator's Signature**

\_\_\_\_\_  
**Date**

**APPENDIX E**  
**Calcasieu Parish Middle Schools**  
**Parent/School/Student Compact**

Student's Name \_\_\_\_\_

This compact is an agreement among the middle school, parent, and student regarding the student attainment of the Louisiana content standards in English/language arts, science, social studies, and mathematics. The school, parent/guardian, and student must have ongoing communication about the student's academic progress toward meeting or exceeding the academic standards set in the Louisiana Educational Assessment Program for the 21<sup>st</sup> Century (LEAP) set forth by the state of Louisiana.

**School Agreement**

1. Provide a caring environment that is conducive to learning.
2. Identify at-risk students and address their needs through intervention programs.
3. Schedule meetings to inform parents about Louisiana content standards in English/language arts, science, social studies, and mathematics.
4. Ensure that classroom instruction utilizes appropriate teaching and assessment strategies that support students in reaching the standards and benchmarks in all academic areas.

**Student Agreement**

1. Participate in all classroom activities, accurately complete all classroom assignments so that I will be able to meet or exceed the Louisiana content standards English/language arts, science, social studies, and mathematics.
2. Accurately complete and return homework assignments.

**Parent Agreement**

1. Participate in any school activities promoting my understanding of the Louisiana content standards for English/language arts, science, social studies, and mathematics.
2. Ensure that my child will meet or exceed the state attendance requirements.
3. Provide my child a place and a regular time to complete his/her homework under my supervision.

**Year 1**

_____ Parent's (Guardian) Signature	_____ Date
_____ Student's Signature	_____ Date
_____ Principal's Signature	_____ Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date

_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date

## **Year 2**

_____ Parent's (Guardian) Signature	_____ Date
_____ Student's Signature	_____ Date
_____ Principal's Signature	_____ Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date

## **Year 3**

_____ Parent's (Guardian) Signature	_____ Date
_____ Student's Signature	_____ Date
_____ Principal's Signature	_____ Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date
_____ Teacher's Signature & Date	_____ Teacher's Signature & Date

## APPENDIX F

### 2009-2010 LEAP 4<sup>th</sup> Grade Progression – June, 2009

Initial Testers in Spring 2010		
ELA	MATH	REQUIREMENTS
R1: App. Basic	Basic and Above	<b>No attendance required; Remediation Optional in ELA; No Retesting Allowed</b> <b>No attendance required; Remediation Optional in Math; No Retesting Allowed</b>
R2: Basic and Above	App. Basic	
A1: Basic/Above Unsatisfactory  A2: Unsatisfactory Basic/Above		<ul style="list-style-type: none"> <li>• Meet all requirements for promotion from the 4<sup>th</sup> grade as outlined in the local PPP;</li> <li>• To promote to 5<sup>th</sup> grade, student must retest and score <i>Approaching Basic</i> or above in <i>Unsatisfactory</i> subject;</li> <li>• Students not meeting the <i>Basic/Approaching Basic</i> combination will remain in 4<sup>th</sup> grade;</li> <li>• Summer remediation attendance in the <i>Unsatisfactory</i> subject is highly recommended.</li> </ul>
B: App. Basic	App. Basic	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion from the 4<sup>th</sup> grade as outlined in the local PPP;</li> <li>• To promote to 5<sup>th</sup> grade, student must retest in at least one subject and score <u>Basic</u> or above in that one subject;</li> <li>• Students not meeting the <i>Basic/Approaching Basic</i> combination will remain in 4<sup>th</sup> grade;</li> <li>• Summer remediation attendance in <u>both</u> subjects is highly recommended.</li> </ul>
C1: App. Basic	Unsatisfactory	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion from the 4<sup>th</sup> grade as outlined in the local PPP.</li> <li>• To promote to 5<sup>th</sup> grade, student must retest in both subjects in order to score <i>Approaching Basic</i> or above in the <i>Unsatisfactory</i> subject, and score <i>Basic</i> or above in the <i>Approaching Basic</i> subject;</li> <li>• Students not meeting the <i>Basic/Approaching Basic</i> combination will remain in 4<sup>th</sup> grade;</li> <li>• Summer remediation attendance in <u>both</u> subjects is highly recommended.</li> </ul>
C2: Unsatisfactory	App. Basic	
D: Unsatisfactory	Unsatisfactory	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion from the 4<sup>th</sup> grade as outlined in the local PPP.</li> <li>• To promote to 5<sup>th</sup> grade, student must retest in both subjects in order to score <i>Approaching Basic</i> or above in one of the <i>Unsatisfactory</i> subjects and score <i>Basic</i> or above in the other <i>Unsatisfactory</i> subject;</li> <li>• Students not meeting the <i>Basic/Approaching Basic</i> combination will remain in 4<sup>th</sup> grade;</li> <li>• Summer remediation attendance in <u>both</u> subjects is highly recommended.</li> </ul>

## 2009-2010 4<sup>th</sup> Grade Repeaters

4<sup>th</sup> Grade Repeaters will automatically promote to 5<sup>th</sup> grade for the 2010-2011 school year if they have met academic requirements for promotion. They are not required to attend summer remediation or retest in order to promote,; therefore, are not required to meet the *Basic/Approaching Basic* combination to promote to 5<sup>th</sup> grade. Attending summer remediation and retesting is highly recommended in any below *Basic* subject.

4<sup>th</sup> Grade Repeaters for 2010-2011 school year who will be 12 by September 30, 2011, should be placed in a 5<sup>th</sup> grade setting if you plan to promote them to 6<sup>th</sup> grade for 2011-2012 school year.

### 4<sup>th</sup> Grade Appeal - Initial Testers

**After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of individual students, provided that all of the following criteria have been met:**

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP 21 must fall within twenty (20) scaled score points of the cutoff score for *Basic*.

4 <sup>th</sup> Grade	<i>Basic</i> Range	Needed to Be Within 20 Points
ELA	301 – 353	281
MATH	315 – 369	295

- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP 21 summer remediation program meeting attendance requirements.
- The student must have taken the LEAP 21 retest given after the LEAP 21 summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The 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 subject for which the appeal is being considered.

### Policy Override - Initial Testers

**Policy Override for *Advanced/Mastery and Unsatisfactory*:** The district may override the State policy for 4<sup>th</sup> and 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:

- The student has participated in BOTH the spring and summer administrations of LEAP;
- The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
- Parental consent is granted.

## APPENDIX G

### 2009-2010 LEAP 21 8<sup>th</sup> Grade Progression – June, 2009

Initial Testers in Spring 2010		
ELA	MATH	REQUIREMENTS
<b>R1:</b> App. Basic	Basic and Above	No attendance required; Remediation Optional in ELA; No Retesting Allowed
<b>R2:</b> Basic and Above	App. Basic	No attendance required; Remediation Optional in Math; No Retesting Allowed
<b>A1:</b> Basic/Above	Unsatisfactory	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion as outlined in the local PPP.</li> <li>• To promote to 9<sup>th</sup> grade, student must retest and score <i>Approaching Basic</i> or above in <i>Unsatisfactory</i> subject, unless they qualify for the Policy Override*.</li> <li>• The Policy Override * has 2 parts:               <ol style="list-style-type: none"> <li>1) Students scoring <i>Advanced/Mastery</i> and <i>Unsatisfactory</i>,</li> <li>2) Students scoring <i>Basic</i> and <i>Unsatisfactory</i>.</li> </ol> </li> <li>• Students not meeting the <i>Basic/Approaching Basic</i> Combination or qualifying for the Policy Override will remain in 8<sup>th</sup> grade.</li> <li>• Summer retesting and remediation attendance requirements in the <i>Unsatisfactory</i> subject are <u>mandatory</u> if students are to qualify for either Policy Override.</li> </ul>
<b>A2:</b> Unsatisfactory	Basic/Above (*See <b>Policy Override #2</b> )	
<b>B:</b> App. Basic	App. Basic <b>(Waiver)</b>	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion as outlined in the local PPP.</li> <li>• To promote to 9<sup>th</sup> grade with the <i>AB/AB waiver</i> option, student must (in <u>both</u> subjects) attend summer remediation, meet attendance requirements, retest in both subjects and score at least <i>Approaching Basic</i> in both subjects in either spring and/or summer.</li> <li>• Students not meeting the <i>waiver</i> requirements will remain in 8<sup>th</sup> grade.</li> <li>• Students will promote to 9<sup>th</sup> grade if he scores at the <i>Basic/Approaching Basic</i> Combination on the retest, regardless of summer school attendance.</li> </ul>
<b>C1:</b> App. Basic	Unsatisfactory	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion as outlined in the local PPP.</li> <li>• To promote to 9<sup>th</sup> grade with the <i>AB/AB waiver</i> option, student must (in <u>both</u> subjects) attend summer remediation, meet attendance requirements, retest in both subjects and score at least <i>Approaching Basic</i> in both subjects in either spring and/or summer.</li> <li>• Students not meeting the waiver requirements will remain in 8<sup>th</sup> grade.</li> <li>• Student will promote to 9<sup>th</sup> grade if he scores at the <i>Basic/Approaching Basic</i> Combination on the retest, regardless of summer school attendance.</li> </ul>
<b>C2:</b> Unsatisfactory	App. Basic	
<b>D:</b> Unsatisfactory	Unsatisfactory	<ul style="list-style-type: none"> <li>• Meet all requirements for promotion from the 8<sup>th</sup> grade as outlined in the local PPP.</li> <li>• To promote to 9<sup>th</sup> grade with the <i>AB/AB waiver</i> option, student must (in <u>both</u> subjects) attend summer remediation, meet attendance requirements, retest in both subjects and score at least <i>Approaching Basic</i> in both subjects in either spring and/or summer.</li> <li>• Students not meeting the remediation/retesting requirements will remain in 8<sup>th</sup> grade.</li> <li>• Student will promote to 9<sup>th</sup> grade if he scores at the <i>Basic/Approaching Basic</i> Combination on the retest, regardless of summer school attendance.</li> </ul>

### \* Policy Override -Initial Testers

- 1) **Policy Override for *Advanced/Mastery and Unsatisfactory*:** The district may override the State policy for 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:
  - The student has participated in BOTH the spring and summer administrations of LEAP;
  - The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
  - Parental consent is granted.
  
- 2) **Policy Override for *Basic and Unsatisfactory*:** The district may override the State policy for 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Basic* level in the other, provided that:
  - The student scores *Approaching Basic* or above on the Science and Social Studies components of LEAP;
  - The student has an overall current academic year 2.5 grade point average on a 4.0 scale;
  - The student has a minimum 92% attendance during the school year;
  - The student has participated in BOTH the spring and summer administrations of LEAP;
  - The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
  - Parental consent is granted.

## High School Transition Program

8<sup>th</sup> Grade initial testers not promoting to 9<sup>th</sup> grade may be placed in the **High School Transition Program**. Eighth grade students who, after completing summer LEAP testing, have scored at least *Approaching Basic* in ELA and/or Math would be eligible to participate in the High School Transition Program. Based on Bulletin 741, the student would be allowed to take Carnegie Unit classes on the high school campus in only the core subject(s) in which they scored *Approaching Basic* or above. The student may also take electives and physical education on the high school campus, not to exceed a total of 3 Carnegie Units at the high school campus.

## Repeating 8<sup>th</sup> Grade Students

### 2009-2010 8<sup>th</sup> Grade Repeaters

8<sup>th</sup> Grade Repeaters \*\* will promote to 9<sup>th</sup> grade for the 2010-2011 school year if at any time they have scored anything higher than *Unsatisfactory* in both subjects.

8<sup>th</sup> Grade Repeaters \*\* never scoring higher than *Unsatisfactory* in only 1 subject must attend summer remediation, meet attendance requirements, and retest in that *Unsatisfactory* subject in order to promote to 9<sup>th</sup> grade for the 2010-2011 school year. The student will be placed in a high school remedial course in the subject in which they scored *Unsatisfactory*.

8<sup>th</sup> Grade Repeaters \*\* never scoring higher than *Unsatisfactory* in both subjects will remain in 8<sup>th</sup> grade for the 2010-2011 school year.

8<sup>th</sup> Grade Repeaters may be placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741.

\*\* **High Stakes Testing Policy, May, 2008** – The 8<sup>th</sup> grade repeater may be promoted to the 9<sup>th</sup> grade, provided that the student has scored at the *Approaching Basic* level on **either** the English Language Arts or Mathematics component of LEAP 21, has attended (met attendance requirements) 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.

\*\* **High Stakes Testing Policy, May, 2008 -- 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.**

8<sup>th</sup> Grade Repeaters having never scored anything higher than *Unsatisfactory/Unsatisfactory* will be retained again in the 8<sup>th</sup> grade as outlined in the LEAP for the 21<sup>st</sup> Century High Stakes Testing Policy.

# APPENDIX H



*STATE OF LOUISIANA*  
**DEPARTMENT OF EDUCATION**  
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064  
Toll Free #: 1-877-453-2721  
<http://www.louisianaschools.net>

June 8, 2009

Mr. Wayne Savoy, Superintendent  
Calcasieu Parish School Board  
1724 Kirkman Street  
Lake Charles, Louisiana 70601

Dear Superintendent Savoy:

Your request for a waiver of full implementation of the elementary-level foreign language mandate has been approved for the school year 2009 – 2010.

For further information concerning the foreign language mandate, please contact the Division of Curriculum Standards at (225) 342-1152 or at the toll free number listed above.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott M. Norton".

Scott M. Norton, Ph.D., Assistant Superintendent  
Office of Student and School Performance

SMN:DGB:dgb

c: Ollie S. Tyler, Deputy Superintendent of Education  
Susannah F. Craig, Ph.D.  
David Beste  
Mary Louise Jones

# APPENDIX I

## ***LEAP High Stakes Testing Policy (Grades 4 and 8)*** **Revised May 2008**

A student may not be promoted to the 5<sup>th</sup> or 9<sup>th</sup> grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4<sup>th</sup> or 8<sup>th</sup> grade LEAP and at the *Approaching Basic* achievement level on the other (hereafter referred to as the *Basic/Approaching Basic* combination). 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.

A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of the 4<sup>th</sup> or 8<sup>th</sup> grade LEAP, as well as for students who were retained in grades 4 or 8.

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 students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component (s) on the spring tests. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

- 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 LEAP summer remediation programs.

In order to move students toward grade level performance, LEAs shall design and implement additional instructional strategies for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on LEAP, and for 4<sup>th</sup> and 8<sup>th</sup> grade students being retained. The purpose of the additional instructional strategies is to move the students to grade-level proficiency by providing the following:

- focused intervention in the subject area(s) on which a student scored at the *Approaching Basic* and/or *Unsatisfactory* level on the iLEAP;
- focused remediation for those 4<sup>th</sup> and 8<sup>th</sup> grade students repeating the grade as a result of failing ELA and/or math on the LEAP;
- ongoing instruction in the core subject areas using curricula based on State-level content standards and the Grade-Level Expectations.



## Promotion/Retention Policies

### Grade 4

A student may not be promoted to the 5<sup>th</sup> grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4<sup>th</sup> grade LEAP and at the *Approaching Basic* achievement level on the other.

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

- A student who **has repeated** the 4<sup>th</sup> grade may be promoted to only the 5<sup>th</sup> 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.
- However, a student who **has repeated** the 4<sup>th</sup> grade and who is 12 years old on or before September 30<sup>th</sup> may be promoted according to the local Pupil Progression Plan.

**After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of individual students, provided that all of the following criteria have been met:**

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* achievement level in the subject for which the appeal is being considered.

### **LEAP Testing**

- Students retained in the 4<sup>th</sup> grade shall retake all four components of LEAP.

## **Promotion/Retention Policies (cont'd.)**

### **Grade 8**

A student may not be promoted to the 9<sup>th</sup> grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 8<sup>th</sup> grade LEAP and at the *Approaching Basic* achievement level on the other.

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8<sup>th</sup> grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of LEAP. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

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

The student who has repeated the 8<sup>th</sup> grade may be either

- 1) Retained again in the 8<sup>th</sup> grade.
- 2) Promoted to the 9<sup>th</sup> 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
- 3) Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*, §2907.

### **LEAP Testing**

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

## **Exceptions to the High Stakes testing policy**

### **1. Policy Override – 4<sup>th</sup> and 8<sup>th</sup> grades**

The local school system (LEA) may override the State policy for students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

### **Policy Override – 8<sup>th</sup> grade only**

The local school system (LEA) may override the State policy for 8<sup>th</sup> grade students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Basic* level in the other, provided that the following criteria are met:

- the student scored *Approaching Basic* or above on the Science and Social Studies components of LEAP;
- the student had an overall 2.5 grade point average on a 4.0 scale;
- the student had a minimum 92% attendance during the school year;
- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

If a student meets the criteria for this override, and is promoted with an *Unsatisfactory*, the student must enroll in and pass a high school remedial course in the *unsatisfactory* subject before enrolling in or earning Carnegie credit for English or mathematics.

### **2. Students with Disabilities Eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessments**

- Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1), shall have promotion decisions determined by the SBLC.
- Students with disabilities who participate in the LEAP Alternate Assessment, Level 2 (LAA 2), shall have promotion decisions determined by the SBLC.

### **3. Waiver for Limited English Proficient (LEP) Students**

- LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level.

### **4. Waiver for Extenuating Circumstances**

A 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 extenuating 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.
- court-ordered custody issues.

#### **Documentation:**

- *Physical Illness:* Appropriate documentation must include verification that the student is under the 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.

#### **Student Eligibility/Retest Requirements:**

- Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP and
- who are unable to participate in **both** the spring and the summer administration of LEAP, **or**
- who failed to achieve the *Basic/Approaching Basic* combination on the spring administration of LEAP English Language Arts and Mathematics tests and are unable to participate in LEAP summer retest
  - shall take The Iowa Tests for grade placement within ten (10) school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
  - must score at or above the cutoff score on the selected form of The Iowa Tests for grade placement to be promoted to the 5<sup>th</sup> or 9<sup>th</sup> grade; and
  - are not eligible for a retest. These students may be eligible for the policy override, the 4<sup>th</sup> grade appeal, or the 8<sup>th</sup> grade waiver in accordance with the local Pupil Progression Plan.

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP and

- who are unable to participate in the spring testing **and/or** summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the LEAP summer retest. These students may be eligible for the policy override, the 4<sup>th</sup> grade appeal, or the 8<sup>th</sup> grade waiver in accordance with the local Pupil Progression Plan.

**5. State-Granted Exceptions:**

- A local school superintendent, a parent or guardian, or the State Department of Education may initiate a request for a State-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.
- The Department of Education will provide a report to the State Board of Elementary and Secondary Education detailing State-granted waivers.

**Documentation:**

- *LEA Error:* The LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.
- *Other Unique Situations:* Documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.

**Testing/Promotion Decisions:**

The Department of Education will communicate to the LEAs the means for establishing promotional decisions for those students who have received a State-granted waiver.

**The promotion policies outlined above will be reviewed in 2008**