

PUPIL PROGRESSION PLAN

FORMAT AND CONTENT

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State Superintendent of Education

REVISED APRIL 2008

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised April 2007). The format for writing the Pupil Progression Plan has been updated (April 2008). The following information will explain the format and how to use it.

PAGE

SECTION I – FORMAL SUBMISSION STATEMENT.....1

INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)

SECTION II – PLACEMENT POLICIES: STATE REQUIREMENTS.....3

Make a **copy** of Section II contained in the Format and Content guide. State and Federal requirements are already addressed for you. This will be Section II of the Pupil Progression Plan. Do not make any changes to Section II.

SECTION III – PLACEMENT POLICIES: LOCAL OPTIONS.....11

In this section, include Local Option placement/promotion/retention criteria. To establish Local Option criteria, answer a series of questions about locally adopted policies. The answers should be written using blue font. Local policy shall not conflict with state and/or federal guidelines and/or regulations. Do not leave any questions unanswered. If a question refers to a local option that your LEA does not offer, write a response to indicate that the LEA does not offer the option.

SECTION IV – REMEDIATION.....16

Include in this section all plans for intervention/remediation activities to improve student achievement in the grade appropriate skills identified as deficient on the State's CRT testing program for grades 4 and 8 (LEAP) and the GEE. If intervention/remediation activities are provided to students in other grades, describe in this section.

APPENDIX A – DEFINITION OF TERMS.....19

- A. State
- B. Local

Include additional information with Appendix B.

TITLE PAGE

Pupil Progression Plan

for

St. John the Baptist Parish School System

for

2008-2009

Submitted to Louisiana Department of Education

(Date Submitted)

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SECTION I

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by Superintendent
- a listing of the parents appointed by school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education; it must be signed by both the LEA Superintendent and the president of the school board.

Below is a sample of a formal submission statement

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN
LEA CONTACT INFORMATION

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(Primary Signature)

(Date)

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2007 – 2008

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Coy Boe, Counselor
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Alison Cupit, Elementary Principal
Kendra Spears, Elementary Principal
Erica Griffin, High School Principal
Patricia Triche, High School Principal
Perry DiCarlo, Supervisor of Child Welfare and Attendance
Kim T. Scioneaux, Parent
Wendy Lawson, Parent
Yvette Scioneaux, Parent
Dr. Courtney P. Millet, Superintendent

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 2008.

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 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.

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

E. Elementary Program of Studies Requirements

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

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

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

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
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 10th grade.
 - b. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts 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.

Developmental Indicators for the Assessment of Learning (DIAL – 3) is the development readiness screening instrument to be used for every child entering kindergarten for the first time.

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

Early School Entrance - When a child is identified as Gifted, an IEP will be developed according to individual evaluation results for enrichment only, not acceleration.

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 end of year test for kindergarten will be administered.

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

The end of year test for kindergarten will be administered.

B. Placement: Grades K-12

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

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

Parish Course Requirements for Promotion

I. Kindergarten

- a. Meet the parish requirements for attendance.
- b. English Language Arts/Reading Essentials – Students must score 80% on the parish made English Language Arts/Reading Essentials Test, not to exceed the requirements stated in the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- c. Math – Students must score an 80% on the parish made Math Test, not to exceed the requirements stated in the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- d. The student must meet proficiency for English Language Arts/Reading Essentials and Math not to exceed standards for proficiency indicated at the kindergarten level by following the prescribed standards and benchmarks and Grade Level Expectations (GLE's). The Academic Readiness Instrument used to determine proficiency level for math will be the parish-made end-of-year test instrument.

II. Grades 1-2

- a. Meet parish requirements for attendance.
- b. Math – Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- c. English Language Arts/Reading Essentials - Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- d. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.

III. Grade 3

- a. Meet parish requirements for attendance.
- b. Math – Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- c. English Language Arts/Reading Essentials - Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- d. Science or Social Studies – Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Grade Level Expectations (GLE's).
- e. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- f. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA) shall have promotion decisions determined by the SBLC.

IV. Grade 4

- a. Meet parish requirements for attendance.
- b. Students must achieve approaching basic/basic combination on the English and Mathematics sections of LEAP 21 according to LDE High Stakes Testing Policy.
- c. See High Stakes Testing Policy (B, C, D)
- d. For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- e. First time fourth grade students who pass the grade academically, meet the attendance requirement, but fail English/Language Arts and/or mathematics during spring administration of LEAP 21, will be promoted to 5th grade if they pass summer retest for both sections. LEAP 21 summer remediation is strongly recommended.
- f. Second time fourth graders shall/must attend LEAP remediation in order to be promoted to the 5th grade and meet attendance requirements.
- g. Earn a final passing grade on the report card by following the prescribed standards, benchmarks, and Grade Level Expectations (GLE's) in the major subjects listed: Math, English Language Arts/Reading Essentials, and either Science or Social Studies.
- h. Earn a passing grade on the report card in one of the two minor subjects, Health and Physical Education, art, music, or an elective.
- i. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- j. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

V. Grades 5 - 6

- a. Meet parish requirements for attendance.
- b. For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- c. Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in Math, English/Language Arts, and either Science or Social Studies.
- d. Earn a passing grade on the report card in one of the two minor subjects, Health and Physical Education, art, music or an elective.
- e. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- f. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

VII. Grade 7

- a. Meet parish requirements for attendance.
- b. For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- c. Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in Math, English/Language Arts, and either Science or Social Studies.
- d. Earn a passing grade on the report card in one of the two minor subjects, Health and Physical Education, art, music or an elective.
- e. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

VIII. Grade 8

- a. Meet parish requirements for attendance.
- b. Students must achieve approaching basic/basic combination English and Mathematics sections of LEAP21 according to LDE High Stakes Testing Policy.
- c. See High Stakes Testing Policy (B, C, D)
- d. For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- e. Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in the major subjects listed: Math, English/Language Arts, and either Science or Social Studies.
- f. Earn a passing grade on the report card in one of the two minor subjects, Health and Physical Education or an elective.
- g. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

IX. Grades 9-12

- a. Meet parish requirements for attendance.
- b. Carnegie units – Classification of students into grades on the basis of units will be as follows:

Freshmen entering as of 98-99 through 2008-09:

Less than 6 units	9th grade
6 units or more, but less than 12 units	10th grade
12 units or more, but less than 19 unit	11th grade
19 units or more	12th grade

Beginning with the 2008-09 school year, grade classification will be as follows:

Fewer than 5 units9th grade

To be classified as a 10th grader:

--Must have earned at least 5 units and passed 4 required core courses from the following list: Algebra I, Part 1; English I; Physical Science; World Geography; P.E. Health.

To be classified as an 11th grader:

--Must have earned at least 12 units AND passed 7 units of the required core courses or passed the ELA and Math portions of the GEE.

To be classified as a 12th grader:

--Must have earned at least 19 units, must be eligible to complete required units needed for graduation, must have completed (6) semesters of high school attendance, AND passed all required portions of the GEE.

- c. Students who are entering their 4th year of high school who have at least 15 credits and are entering their 12th year of school since entering 1st grade MAY be classified as senior depending on their transcripts and courses needed to meet minimum graduation requirements and must have passed all required components of the GEE.
- d. LEAP Alternate Assessment - Students with disabilities who participate in the LEAP Alternate Assessment (LAA) shall have promotion decisions determined by the SBLC.

X. High School Graduation Requirements

- a. A student shall complete a minimum of 23 Carnegie units (24 Carnegie units for incoming freshman class of 2008 and thereafter) of credit in an individual program, which shall be cooperatively planned by the student, the student’s parents, and the school, to meet high school graduation requirements.
- b. The 23 units required for graduation shall include 15 ½ required units and 7 ½ elective units for all students. Beginning with the incoming freshmen class of 2008 of the 24 units required for graduation, 4 units must be in mathematics.
- c. In addition to completing a minimum of 23 Carnegie units (24 Carnegie units for incoming Freshman class of 2008 and thereafter) of credit as presented by BESE, the student shall meet Louisiana Department of Education requirements for the Graduation Exit Examination in order to receive a high school diploma.

High School Graduation Requirements/ ESJH

A. Standard Diploma

- 1. For incoming freshmen prior to 2008-2009, the 23 units required for graduation shall include 15.5 required units and 7.5 elective units at ESJH and 15 required units and 8

elective units at WSJH; the elective units can be earned at technical colleges as provided in §2389.

2. For incoming freshmen in 2008-2009 and beyond, the 24 units required for graduation shall include 16 required units and 8 elective units for the Louisiana Core Curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 Curriculum; the elective units can be earned at technical colleges as provided in §2389.

3. Beginning with incoming freshmen in 2008-2009, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum.

a. After the student has attended high school for a minimum of two years, as determined by the school, the student, the student's parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core 4 Curriculum.

b. The following conditions shall be satisfied for consideration of the exemption of a student from completing the Louisiana Core 4 Curriculum.

i. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall meet to discuss the student's progress and determine what is in the student's best interest for the continuation of his educational pursuit and future educational plan.

ii. During the meeting, the student's parent, guardian, or custodian shall determine whether the student will achieve greater educational benefits by continuing the Louisiana Core 4 Curriculum or completing the Louisiana Core Curriculum.

iii. The student's parent, guardian, or custodian shall sign and file with the school a written statement asserting their consent to the student graduating without completing the Louisiana Core 4 Curriculum and acknowledging that one consequence of not completing the Louisiana Core 4 Curriculum may be ineligibility to enroll in into a Louisiana four-year public college or university. The statement will then be approved upon the signature of the principal or the principal's designee.

iv. The student, the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection) shall jointly revise the Career Options Law Five-Year Plan.

c. The student in the Louisiana Core Curriculum may return to the Louisiana Core 4 Curriculum, in consultation with the student's parent, guardian, or custodian and the school counselor (or other staff member who assists students in course selection).

d. After a student who is 18 years of age or older has attended high school for two years, as determined by the school, the student may request to be exempt from completing the Louisiana Core 4 Curriculum by satisfying the conditions cited in Subparagraph 3.b with the exception of the requirement for the participation of the parent, guardian, or custodian, given that the parent/guardian has been notified.

B. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma. For students with disabilities who have passed two of the three required components of the GEE and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE component, that GEE component may be waived by the State

Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the GEE component.

1. The English language arts and mathematics components of GEE shall first be administered to students in the tenth grade.
2. The science and social studies components of the graduation test shall first be administered to students in the eleventh grade.

IX. The role of the SBLC is:

- a. Develop interventions and monitor implementation
 - b. Track retained students
 - c. Monitor students with emotional and social problems
 - d. Determine administrative placement
 - e. Refer students to FINS, Child Welfare & Attendance
 - f. Monitor 504 students (unless a separate committee has been established to monitor 504 students).
2. Describe the LEA's policy for awarding ½ unit of credit.

Students in grades 9 – 12 must earn an average of one quality point in a full unit course at the end of the year/course in order to be eligible for a Carnegie unit. Students in grades 9 – 12 enrolled in a ½ unit course will receive ½ unit credit.

3. List the LEA's grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school.
- a. Kindergarten
Letter grades for English Language Arts/Reading Essentials and Math will be recorded in/on papers, roll book and report card. (S) or (U) will be recorded in/on papers, roll book and report card. [S = Satisfactory U = Unsatisfactory].
 - b. Grading Scale (Grades 1 – 12)
100 – 93 = A
92 – 85 = B
84 – 75 = C
74 – 69 = D
68 – 0 = F
 - c. Students participating in LAA1 (Louisiana Alternate Assessment¹), or students addressing foundation skills for content standards (grades 1 and 2), earn grades in accordance with their specialized instruction and in keeping with his/her prescribed IEP with the grades S for "Satisfactory", N for "Needs Improvement" and U for "Unsatisfactory."
 - d. Beginning with the 2002-2003 school year all honor students will follow the 10 point honors grading scale. Beginning with the 2002-2003 school year the grading scale for honors courses will be as follows:

90	-	100	A	4 quality points
80	-	89	B	3 quality points
70	-	79	C	2 quality points
69*			D	1 quality point
68**	-	0	F	0 quality points

The word "Honors" will be written out on the transcript to indicate Honors Course.

*A grade = 69 will not receive honors credit.

**Any grade = or < 68 is an F and receives no credit.

e. Students may repeat courses to achieve a higher GPA.

f. For purposes of class rank only all courses attempted will be averaged including weighted grades.

g. Weighted grades in honors courses will be as follows:

A = 4.1, B = 3.1, C = 2.1.

h. A final senior ranking is done at the end of the last semester of the student's senior year.

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

Foreign Language Requirements

The St. John the Baptist Parish School System operates a model program in foreign language (French) in compliance with state law. This program entails thirty (30) minutes of instruction in French, through the language Arts class daily in schools having one or all of the following grades: 4, 5, and 6. The following schools offer French as part of the model foreign language program: John L. Ory Elementary, Fifth Ward Elementary, LaPlace Elementary, Lake Pontchartrain Elementary, West St. John Elementary, Garyville/Mt. Airy Magnet, and East St. John Elementary. The St. John Parish School System has applied for a waiver of full implementation of the model foreign language program.

a. Academically able students

An academically able student in foreign language is one who meets the following criteria:

1. Has a grade average of 88% or above for the previous grade in English or
2. Has a *iLEAP* score of 50% or above in Language, *and*
3. Passed the Language Arts Section of the LEAP Test
4. 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.

a. Explain the local definition of the term "grade level" or "on grade level."

On grade level - Students meeting promotional requirements as outlined in Section II of the Pupil Progression Plan.

b. List the model program sites.

John L. Ory Magnet
Fifth Ward Elementary
Lake Pontchartrain Elementary
LaPlace Elementary
West St. John Elementary
Garyville/Mt. Airy Magnet
East St. John Elementary

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

Language Arts

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

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

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

If a student meets the LDE requirement for an override, St. John the Baptist Parish has no additional policy, the student will receive the override.

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

Fourth grade students who are repeating 4th grade and score unsatisfactory on LEAP 21 may be placed in 5th grade upon recommendation of the School Building Level Committee.

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

A student who has repeated the 4th grade may be promoted to 5th grade only.

4. Describe the LEA's criteria for determining which 4th grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal.

St. John the Baptist has no additional policies regarding the appeal process other than the LDE policy.

5. Does the LEA offer an approved 4th grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix.

St. John the Baptist Parish does not offer a 4th grade transitional class.

6. Describe any local criteria that are used to determine if an 8th grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*.

Regarding the promotion waiver, St. John the Baptist Parish School Board adopted the LDE High School High Stakes Testing Policy of May 2008.

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

The student is retained in 8th grade until he meets the requirements of the LDE High School High Stakes Testing Policy of May 2008.

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

The function of the SBLC is:

- a. Develop interventions and monitor implementation.
- b. Track retained students
- c. Monitor students with emotional and social problems.
- d. Determine administrative placement.
- e. Refer students to FINS, Child Welfare and Attendance
- f. Monitor 504 students (unless a separate committee has been established to monitor 504 students).

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

Students must be in attendance for 50 hours of instruction and retest.

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.

Age appropriate grade placement
LAA1 (Leap Alternate Assessment 1)
Attendance
Progression on goals and objectives
Year of anticipated exit
Extended Standards

E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students.
 - a. Home Language Survey indicates that a student has a home or primary language other than English.

- b. The student's scores 40th percent or lower on a nationally norm English, reading or language arts test. (Local norms can be substituted for the 40th percentile).
 - c. An English language proficiency test that has been written, norm and published for the specific task of determining a LEP student's English language proficiency will be administered.
 - d. Special language services that address LEP student's need for becoming fluent and literate in English will be provided.
 - e. Instruction will be provided that fosters LEP students' success in mathematics, social studies and language arts.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.

A Home Language Survey (which is included on the registration forms) indicates that a student has a home or primary language other than English.

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

The system places the LEP students in the age appropriate grade regardless of linguistics or cultural needs. Services however are provided in individual or small groups according to age or linguistics or cultural needs.

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

The ELDER is administered in the spring of each school year. It is the primary source to determine proficiency. Also use of LEAP 21 and/or *iLEAP* or GEE 21 test results along with student report cards.

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.
- a. No student in the St. John the Baptist Parish elementary school may be skipped beyond grade placement with the exception of students enrolled in the Leon Godchaux Accelerated Program.
 - b. Grades 9-12
 - i. Accelerated students in grades 9-12 may earn units beyond those Carnegie units earned during the regular school year, early college admittance, and correspondence study courses, according to local board adopted policy.
 - ii. Students may participate in college courses and special programs during regular or summer sessions. High school credit for summer courses is subject to standards 2.1206.41 and 2.105.43 - 2.105.48 of Bulletin 741.

- iii. Prior to graduation from high school, students of high abilities may be admitted to a college on a full-time basis provided that the following conditions are met.
 - 1. The granting of high school credit for college courses shall be limited to a student who has 12 or more high school units of credit toward graduation.
 - 2. The student shall be in attendance in at least one high school class while enrolled in college courses.
 - 3. The student shall have at least a 3.0 average on a 4.0 scale for all high school courses taken.
 - 4. The principal of the school shall approve the advanced offering to be taken by the student in college.
 - 5. The student shall have scored at least a minimum composite score of 24 on the ACT or the appropriate concordant value on the enhanced ACT.
 - 6. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
 - 7. The high 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.
 - 8. College courses shall be counted as high school subjects for students to meet eligibility requirements to participate extra-curricular activities governed by voluntary State organizations.

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

- d. Early College Admissions -- Prior to graduation from high school, a student of high ability may be admitted to college on a full-time basis provided that the following conditions are met.
 - i. A student must have maintained a "B" or better average on all work pursued during three years (6 semesters) of high school.
 - ii. He/she must earn a minimum composite score of 24 on the ACT or the appropriate concordant value on the enhanced ACT and this score must be submitted to the college.
 - iii. He/she must be recommended by his/her high school principal.
 - iv. 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:
 - 1. Forms provided by the State Department of Education and completed by the college registrar, certifying that the student has earned 24 semester hours of college credit.
 - 2. A certificate of high school credits
 - 3. 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.
 - 4. Students who are enrolled in college full-time prior to graduation from high school should follow guidelines as outlined in Bulletin 741.

- e. Dual Enrollment Program
High school students currently enrolled in 11th or 12th grade may enroll in a Dual Enrollment Program in accordance with BESE policy.
 - f. High School Credit for Courses in technical colleges (applies to students attending college part time)
High school credit for college courses taken at a postsecondary technical college shall be awarded in accordance with policies set forth in [Bulletin 741](#).
2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.
- a. Students enrolled in the Leon Godchaux Accelerated Program are assessed at the beginning of the school year and re-assessed each nine weeks to determine progress. Results of the initial assessment are used to develop a prescriptive plan based on their deficits. Each nine weeks, the assessment data is used to update the prescriptive plan or advance the student to the next grade level.
 - b. The principal, the teachers, and the up-line supervisor review the data and make the decision.
 - c. A pre- and post- assessment is used.

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

No student in the St. John the Baptist Parish elementary schools may be skipped beyond grade placement with the exception of students enrolled in the Leon Godchaux Accelerated Program.

4. Describe any policies governing services for gifted students.

Upon an initiation for a referral by a teacher, a principal, and/or parents, the student will have the opportunity to be screened for eligibility in an enrichment program. The SBLC will meet to screen and make recommendations for further evaluation. Upon informed parental approval (signed consent) the Pupil Appraisal Team will ascertain the student’s eligibility for services in an enrichment program through individual evaluation procedures as outlined by Louisiana Bulletin 1508, Revised 2004. If the IEP committee’s recommended placement is approved by the parent or guardian, an IEP is developed for the student. The student’s IEP will indicate his/her placement into an enrichment program.

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*.

Students enrolled in the 8th grade and completing Algebra I course requirements within an 8th grade math honors class may earn a Carnegie unit credit if the student successfully passes the end of course test for Algebra I honors.

G. Transfer Students

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

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

A student transferred from a state approved school, in state will be allowed credit for work completed in the former school.

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

A student transferred from an approved out of state school will be allowed credit for work completed in the former school.

- c. Unapproved schools (public/nonpublic)

- 1) The student must take and pass a parish wide cumulative test in any subject matter for which credit is claimed.
- 2) In elementary schools, the Parish Adopted Cumulative test for the previous year will be administered to determine the placement of the student.
- 3) At the high school level, any credits received from an unapproved school may be deemed unacceptable and credit denied. In the case of an incoming student who falls short of requirements of a certain grade level, entrance requirements would adhere from the previous grade.

- d. Home Study

- i. Provisions for LEAP/iLEAP Students

St. John the Baptist Parish follows LDE guidelines.

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

Grade placement will be determined by passage of each core subject end of year test.

- iii. The procedure used for determining Carnegie credit for high school students.

Grade placement will be determined by passage of each core subject end of year grade level test.

2. Describe the procedures for Interim IEPs.

St. John the Baptist Parish School Board follows the LDE policies and procedures.

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

End of Year Test if applicable.

H. Retention Policy

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

All retentions of students will be within the following guidelines:

- a) Kindergarten and Grades 1-3 six year maximum (allows for two retentions only)
 - b) Grades 4-8 seven year maximum [allows for 2 retentions only (i. e., students in grades 4-8 may fail two times)] *Adhere to LDE policy as it pertains to 8th grade retention.
 - c) Fourth grade students who are repeating 4th grade and score unsatisfactory on LEAP 21 may be placed in 5th grade upon recommendation of SBLC.
2. Describe any additional LEA policies that may determine student retention.
 - a) "Students who fail to meet the promotion criteria in Section 2, Regular Placement, Promotion: Grades K-12 shall be retained."
 - 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.
 - c) No limited English proficient student shall be retained based solely on lack of English proficiency.
 - d) Non-achievement of the promotional criteria as reflected on the student's report card and as described in this plan will result in retention in the present grade.
 - e) To insure that promotion / retention decisions are made on an individual basis and supported by a comprehensive review of the student's documented performance, a review committee is established to review and address a student's academic record about which there is question regarding promotion or retention.
 - f) Students who do not meet the requirements for promotions will be retained. The number of times that students may be retained in each grade will be determined by the School Building Level Committees (SBLC) in the various schools after reviewing the following criteria:
 - 1) Students must meet state attendance requirements
 - 2) previous retention record
 - 3) social/physical maturity and age of student
 - 4) previous and most recent profile results on the standardized achievement tests
 - 5) academic achievement to date as recorded in the student's cumulative folder
 - 6) publisher-made, criterion reference test scores

Review Committee of Promotion/Retention

- a. This committee is comprised of the Superintendent's designee, the student's current principal, and the student's current teacher(s). Other individuals may attend the review meeting to present information as requested by the committee. If

the committee cannot resolve the problem, an appeal will be made to an Assistant Superintendent. A Review Committee will be convened ONLY to hear questions relating to the last grading period.

- b. Review of the promotion / retention decision may be initiated by the student's teacher or parent / guardian through the school principal within ten (10) working days of the last day of school.
- c. If the issue is not resolved, grievances should be addressed to the parish superintendent. The superintendent shall direct any and all unresolved problems to the Board.

I. Alternative Schools/Programs/Settings and Adult Education

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

St. John the Baptist Parish follows LDE guidelines for placement into the Options Program.

Leon Godchaux Accelerated Program - Students in grades 5, 6, 7 or 8 who are two years older than their peers and have failed at least twice may be enrolled in an alternative setting or, if eligible, a pre-GED skills option program designed to meet their needs.

Redirection Center - is a school for students recommended for expulsion to attend for a minimum of 45 days. Based on attendance, performance, and behavior, the student may return to his home based school at the end of 45 days. Students who violate the drugs and/or weapons rules are assigned based following legal mandates.

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

St. John the Baptist Parish follows LDE guidelines for placement into Options.

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

These programs also function as Drop-Out Prevention Programs.

Leon Godchaux Accelerated Program is geared toward students that have struggled in the regular school setting, who are two years over age, have a history of academic failure (failed at least twice), and need individualized instruction. This program will give the student an opportunity to advance from their current grade placement to the next grade as they academically progress.

Redirection Center is a school that is behaviorally oriented, therapeutic and where students achieve social and academic skills which facilitate their return to regular school environment. Redirection Center is a school for students recommended for expulsion to attend for a minimum of 45 days. Based on attendance, performance, and behavior, the student may return to his home based school at the end of 45 days.

Students who violate the drugs and/or weapons rules are assigned based following legal mandates.

Options III is a program that is an alternative to regular education program. The program offers a Louisiana High School Equivalency Diploma (GED) and/or Skills Certificate(s). The purpose of the program is to provide a successful path for those over-age students who cannot earn a regular high school diploma within the normal four year high school program. In addition to academics, the program provides career information and training so that the students may have the skills either to earn gainful employment upon completion of the skills portion of the program and/or to pursue certification in one or several work-based skills areas.

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*.)**

St. John the Baptist Parish School Board follows LDE guidelines.

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.
 - a. The promotion and placement decisions of the St. John the Baptist Parish School Board will be monitored at least once a year. The monitoring committee shall consist of the Principal, appropriate members of the central office staff, regular classroom teacher and/or special education teacher.
 - b. The function of this committee is to examine the student's records at random to insure compliance with the local Pupil Progression Plan. A committee report will be filed with the parish superintendent.
 - c. Review of promotion/retention and placement decisions may be initiated by the local board, superintendent and/or parent or guardian. Grievances should be initiated at the school in question and directed to the principal. If the issue is not resolved, grievances should be addressed to the parish superintendent. The superintendent shall direct any and all unresolved problems to the board.

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.

Student Records

- a. St. John the Baptist Parish School Board shall maintain permanent records of each student's placement, K-12. Each record shall be kept as a part of the student's cumulative record.
- b. Student records shall include where applicable:
 - i. Identifying data, attendance data, health data, courses and grades.

- ii. Scores on the Louisiana Educational Assessment Program (LEAP).
 - iii. Scores on local testing programs, screening instruments and documentation of the local criteria for promotion.
 - iv. Information or reasons for student placement.
 - v. Information on the outcome of student participation in remedial and alternative programs.
 - vi. A copy of any letter informing the parent of either the placement of the student in a compensatory or a remedial program, or the removal of the student from a compensatory or a remedial program.
 - vii. A copy of any parent's written consent for either the student to be placed in or removed from an alternative program.
 - viii. When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures.
 - ix. Refusal of remediation is documented by signed letter from parent of eligible student.
 - x. Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973.
 - xi. Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA).
 - xii. Individual evaluations and IEP data are to be kept in separate and locked confidential files.
- c. Access to records shall be as follows:
- i. The parent or legal guardian of a student will have access to these records upon written request to the principal maintaining these records within this school system.
 - ii. If a student is 18 years or older, only that student has the right to determine who, outside the school system, has access to his/her records.
 - iii. The parent, legal guardian, or student, if the student is 18 or over, will, upon written request to the principal maintaining these records, have the right to question these data; and if a difference of opinion is noted, he shall be permitted to file a letter in said cumulative folder stating his position.
 - iv. School personnel having access to these data is defined as "any person or persons under contract to the system and is directly involved in working toward either the affective or cognitive goals of the system."

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
 - i. Teachers, parents or guardians, and students have the right to appeal a decision made to alter a child's educational program.
 - ii. Teacher, parents or guardians, students, and administrators have the right to review and use in their appeal all information employed by the school to make its decision.

- iii. Teachers, parents or guardians, and students have the right to have a neutral party decide on the most appropriate program for their child.
- iv. Teachers, parents or guardians, and students have the right to have the benefits of a special program specified and evaluated.

b. Student with disabilities

In the case of students with disabilities, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

c. Section 504 students

In the case of 504 students, St. John the Baptist Parish School Board follows the guidelines of the Americans with Disabilities ACT.

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

1. Attendance Regulations

a. In order to receive ½ Carnegie unit of credit, a student shall be in attendance a minimum of 41 days per ½ unit course (4X4 block)

b. LEAP 21 Summer School – Students may miss no more than two days of summer school.

c. GEE 21 Summer School – Students may miss no more than two days to receive ½ unit credit for summer school.

d. Suspension Absence – students' missing school as a result of an out of school suspension shall be counted absent, shall be given a grade of zero for those days suspended, and shall not be given an opportunity to make up work. Students in Alternative Placement (exclusion) because of infraction which relates to his/her exceptionality, will be assigned an excused absence, and allowed to make up any work missed.

e. *Exceptions* can be made only in the event of extended personal illness, verified by a physician, or other extenuating circumstances. The Supervisor of Child Welfare and Attendance and the principal will review extenuating circumstances. The Supervisor of Child Welfare and Attendance, and/or truant officer, will investigate excessive absenteeism. When a student is not promoted because of extended personal illness or other extenuating circumstances, a statement appears on his/her report card, cumulative card, and permanent record.

2. Required Program of Studies and Minimum Time Requirements

- a. The additional 150 minutes per week of instruction as required by R.S. 17; 154.1(2), shall be dedicated to those subjects for whom content standards have been adopted, with emphasis on Mathematics, or Language Arts.
- b. With the additional 30 minutes mandated by the LDE in K-8, kindergarten time will be 15 minutes of teacher generated activities and 15 minutes student generate activities, 1st – 4th grade the 30 minutes will be added to English/Language Arts, 5th and self contained 6th grade 30 minutes will be added to English/Language Arts, 6th, 7th and 8th grade departmentalized will follow Bulletin 741 time schedule.
- c. The above minimum time requirements shall apply to all students performing at or above grade-level in language arts and mathematics. Subject to review and approval of the principal, teachers may vary the daily schedule for the various subject time requirements, as long as the weekly aggregate of time for each subject is in accordance with the above.
- d. For students performing below grade level in language arts or mathematics, teachers may increase the daily/weekly time in language arts or mathematics by reducing instructional time in other subjects.

3. Optional Math Course Sequence

In May of each year, all counselors and math teachers will review CRT and iLEAP test scores and math grades to make recommendations for the placement of students into the math course based on this information. This information will be disseminated to parents prior to scheduling for the ninth grade. St. John Parish follows the course of study for incoming freshmen as found in Bulletin 741, Revised 1997.

4. Early Release Seniors

All students must be completers in their respective pathways in order to qualify for any early release. The counselor will provide information regarding the steps in order to apply for early release.

5. GEE 21 Test Notification

St. John the Baptist School System shall notify each student and parent, or guardian, of the requirement of passing the Graduation Test prior to or upon the student entering the 10th grade. Students transferring to any high school of a city or parish school system shall be notified by that system of the requirement of passing the Graduation Test upon entering that school system.

6. Correspondence Study Courses

- a. Students will be allowed to enroll in a correspondence course through LSU only according to parish policy. The course should be a minor subject.
- b. The following policy will apply:
 - i. Student must be a senior;
 - ii. Student must have earned 16 Carnegie Units
 - iii. Course is not offered in St. John School System.

- iv. The deadline for completed grades to be submitted is two (2) weeks prior to graduation; otherwise the credit may not be added to the Carnegie Units if needed for graduation

7. Summer School

- a. Students have the option to attend a state approved summer school to earn the course(s) failed during the regular school term.
- b. A student must have written permission from the principal of the school they are currently attending BEFORE enrolling in summer classes.
- c. A student must earn a passing grade on the report card by following the guidelines set forth.
- d. A student can repeat, at most, two (2) core subjects during the summer in order to be promoted to the next grade level.

8. East St. John High School ONLY:

- a. Beginning with the 2007-08 school year, students may repeat failed courses during the regular school day and through enrollment in credit recovery classes..
- b. Students may attend school after regular school hours or in summer school to make up courses they have not successfully completed.

9. Reporting (Grading) System

- a.. For grades 1-12, a numerical grade will be recorded in the roll book, translated and printed as a letter grade on the current report card as assigned following the parish grading scale.
- b. Conduct Grades K-12 - Teachers issuing grades shall also issue a conduct grade of an S (satisfactory), N (needs improvement), or U (unsatisfactory) for all marking periods on their students' report cards.
- c. **Homework** is to be given as reinforcement to material thoroughly taught. Teachers cannot give a numerical grade for day to day reinforcement/practice homework. Special projects with a clearly defined focus may be graded.
- d. **Grading** for each grade level should be as follows:

Kindergarten

- a. (S) or (U) will be recorded in/on papers, roll book and report card. [S = Satisfactory
U = Unsatisfactory]
- b. DIBELS will be used as one indicator to diagnose student-reading level. The DIBELS scores reflect independent reading levels. The DIBELS scores will not be used to determine promotion.
- c. Kindergarten students must receive a progress report.

Grades 1-2

- a. DIBELS will be used as one indicator to diagnose student-reading level. DIBELS scores reflect independent reading levels. DIBELS scores will not be used to determine promotion.
- b. The major subjects include: English Language Arts/Reading Essentials, and math.
- c. Weighted values are as follows:

**Assignment Type by Weight
English Language Arts/Reading Essentials**

Assignment Type	Weight by Percent
Comprehension Skills	60%
Grammar/Composition/ Spelling/Handwriting	20%
Vocabulary/Phonics/ Phonemic Awareness/Fluency	20%

**Assignment Type by Weight
Mathematics**

Assignment Type	Weight by Percent
Comprehensive Multiple Skills Test	55%
Math Facts & Fluency	30%
Daily/Weekly Skill Quizzes	15%

- d. The minor subjects social studies, science, music, art, health, physical education will receive an S (Satisfactory) or U (Unsatisfactory).
- e. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.

Grade 3

- a. DIBELS will be used as one indicator to diagnose student-reading level. DIBELS scores reflect independent reading levels. DIBELS scores will not be used to determine promotion.
- b. The major subjects include: English Language Arts/Reading Essentials and math.
- c. Weighted values are as follows:

**Assignment Type by Weight
English Language Arts/Reading Essentials**

Assignment Type	Weight by Percent
Comprehension Skills	55%
Composition/Grammar	20%
Spelling/Phonics/Handwriting	10%
Vocabulary	10%
Informational Resources	5%

**Assignment Type by Weight
Mathematics**

Assignment Type	Weight by Percent
Comprehensive Multiple Skills Test	50%
Math Facts & Fluency	20%
Application of Math Concepts in Constructed Responses – score using the State Rubric	20%
Daily/Weekly Skill Quizzes	10%

- d. **While Social Studies and Science are minor subjects, they will receive a numerical grade which will be recorded in the roll book, translated and printed as a letter grade on the current report card as assigned following the parish grading scale.** The other minor subjects music, art, health, and physical education in grade 3 will receive an S= Satisfactory or U = Unsatisfactory.
- e. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.

Grade 4

- a. Major subjects include: English Language Arts/Reading Essentials, math, and science or social studies.
- b. Weighted values are as follows:

**Assignment Type by Weight
English Language Arts/Reading Essentials**

Assignment Type	Weight by Percent
Comprehension Skills	60%
Composition/Grammar	25%
Informational Resources	5%
Spelling/Phonics/Handwriting	5%
Vocabulary	5%

**Assignment Type by Weight
Mathematics**

Assignment Type	Weight by Percent
Comprehensive Multiple Skills Test	60%
Application of Math Concepts in Constructed Responses – score using the State Rubric	20%
Math Facts & Fluency	10%
Daily/Weekly Skill Quizzes	10%

- c. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- d. Minor subjects: music, health, art, and physical education in grade 4 will receive an S=Satisfactory or U=Unsatisfactory. Adhere to Bulletin 741 requirements.
- e. Students can fail a minor or elective subject and still be promoted to the fifth grade.

Grades 5-6

- a. Major subjects include: English/Language Arts, math, science and social studies.
- b. Weighted values are as follows:

**Assignment Type by Weight
English Language Arts**

Assignment Type	Weight by Percent
Comprehension Skills	60%
Composition/Grammar/Spelling	25%
Vocabulary	10%
Informational Resources	5%

**Assignment Type by Weight
Mathematics**

Assignment Type	Weight by Percent
Comprehensive Multiple Skills Test	55%
Application of Math Concepts in Constructed Responses – score using the State Rubric	30%
Daily/Weekly Skill Quizzes	10%
Math Facts & Fluency	5%

- b. Minor subjects: music, health, art, and physical education will receive an S=Satisfactory or U=Unsatisfactory. Adhere to Bulletin 741 requirements. Study Skills will receive S = satisfactory or U = unsatisfactory.
- c. Students can fail a minor or elective subject and still be promoted to the next grade.
- d. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.

Grade 7-8

- a. Major subjects include: English/Language Arts, math, science and social studies.
- b. Weighted values are as follows:

Assignment Type by Weight English Language Arts

Assignment Type	Weight by Percent
Comprehension Skills	60%
Composition	25%
*Vocabulary/Grammar/Proofreading	10%
Informational Resources	5%

*** Each assessment must contain all three (3) components – vocabulary/grammar/proofreading assignment type.**

Assignment Type by Weight Mathematics

Assignment Type	Weight by Percent
Comprehensive Multiple Skills Test	60%
Application of Math Concepts in Constructed Responses – score using the State Rubric	30%
Daily/Weekly Skill Quizzes	10%

- b. Minor subjects: physical education and health will receive letter grades; music, art, and study skills will receive S = satisfactory or U = unsatisfactory. Adhere to Bulletin 741.
- c. Students can fail a minor or elective subject and still be promoted to the next grade.

Grades 7-12

- a. Grades will be averaged for the grading period with a cumulative mid-term and final semester exam.
- b. The semester exam will be computed in the semester average.
- c. Final averages will be computed by averaging the first and second semester averages.
- d. Students must have at least a 1.0 average to pass a class. (Rounding a .5 and up will not occur unless the average is at least a 1.0.)
- e. **Exception:** Students who make an F in the second or fourth grading period and also make an F on the semester exam will fail that semester.
- f. Possible reasons for students to earn a "0" based on non-participation:
 - i. Refused to do assigned work. (Must document)
 - ii. Refused to take scheduled tests. (Must document)
 - i. Caught cheating during testing. (Must document.)
 - ii. Student fails to schedule make-up assignments according to parish policy in handbook. (Must document.)
- g. Students that have an F in the second semester fail the course for the year.

h. For Half Unit Courses: SEMESTER AVERAGE = FINAL AVERAGE

Students must have at least a 1.0 average to pass a course (Rounding of .5 and up will not occur unless the average is at least a 1.0)

i. Half-Unit Courses

$$(40\%) + (40\%) + (20\%) = \text{Sem Avg} \quad (40\%) + (40\%) + (20\%) = \text{Sem Avg}$$

1st GP		2nd GP	1st EXAM	1st SEM	3rd GP		4th GP	2nd EXAM	2nd SEM	FINAL AVG
A	B	B	B	B						
D	D	F	F	F						
D	F	B	D	D						
A	F	F	F*	F*						

(GP: Grading Period)

*Student fails because s/he failed the 2nd or 4th grading period and the semester exam, or because s/he failed the 2nd semester of a full unit course.

I. Grades will be computed as follows:

$$\begin{array}{l} \text{1st Grading Period} \\ \text{AVG} \end{array} + \begin{array}{l} \text{2nd Grading Period} \\ \text{AVG} \end{array} + \begin{array}{l} \text{1st Exam} \\ \text{AVG} \end{array} = \begin{array}{l} \text{1st Semester} \\ \text{AVG} \end{array}$$

$$40\% + 40\% + 20\%$$

$$\begin{array}{l} \text{3rd Grading Period} \\ \text{AVG} \end{array} + \begin{array}{l} \text{4th Grading Period} \\ \text{AVG} \end{array} + \begin{array}{l} \text{2nd Exam} \\ \text{AVG} \end{array} = \begin{array}{l} \text{2nd Semester} \\ \text{AVG} \end{array}$$

$$40\% + 40\% + 20\%$$

A Whole Unit Course: (1st Semester Average + 2nd Semester Average \ 2 = Final Average)

Examples of Possible Grade Combinations

(40%) + (40%) + (20%) = Sem Avg				(40%) + (40%) + (20%) = Sem Avg				FINAL AVG
1st GP	2nd GP	1st EXAM	1st SEM	3rd GP	4th GP	2nd EXAM	2nd SEM	
A	B	B	B	B	C	C	C	B
D	D	F	F	D	C	D	D	F
D	D	F	F	C	C	D	C	D
C	C	D	C	D	D	F	F	F*
C	C	D	C	A	F	F	F	F*

(GP: Grading Period)

*Student fails because s/he failed the 2nd or 4th grading period and the semester exam, or because s/he failed the 2nd semester of a full unit course.

To determine the semester average: double each grading period grade, add the semester exam grade, and divide by 5.

Example: 1st Grading Period + 2nd Grading Period + 1st Semester Exam = 1st Semester Average

$$\begin{array}{l} A=4 \text{ (double 4)} \\ 8 \end{array} + \begin{array}{l} B=3 \text{ (double 3)} \\ 6 \end{array} + \begin{array}{l} B=3 \text{ (add 3)} \\ 3 \end{array} = ?$$

$$8 + 6 + 3 = 17 \text{ divided by } 5 = 3.4(B)$$

Current Grading Scale

100	- 93	= A	(4)
92	- 85	= B	(3)
84	- 75	= C	(2)
74	- 69	= D	(1)
68	- 0	= F	

Grades 9 – 12, Cumulative GPA / Class Rank

- A letter grade will be reported each reporting period; however, the actual numerical grade will be recorded in the grade book, averaged, and converted to a letter grade; the letter grade will be recorded on the report card each reporting period.
- Students in grades 9 – 12 must earn an average of one quality point in a full unit course at the end of the year/course in order to be eligible for a Carnegie unit.
- A semester / half unit course must have an average of one full quality point to pass the course.
- A student must be enrolled in ESJH/WSJH his/her entire 11th and 12th grade years to be eligible for valedictorian and salutatorian honors at his/her respectful school. All courses during these two years must have been obtained at ESJH/WSJH on campus or as a part of a concurrent enrollment program.
- Beginning with the incoming freshmen of the 2001 – 2002 school year, to be designated a Top Ten graduate, a student must complete both Algebra II and Chemistry, and must have taken a minimum of 8 courses at the honors level. Using the total number of honor courses completed will break ties in the Top Ten.
- Beginning with the class of 2008-2009, students must satisfy Louisiana 4 core curriculum in addition to the above and must have taken a minimum 8 courses at honors level.
- For students in FULL unit courses under the 4x4 block schedule, a semester exam will be computed in the semester average.
- Students who make an F in the 2nd or 4th grading period and who also make an F on the semester exam will fail for that semester.
- Final averages for a full unit course will be computed by averaging the 1st and 2nd semester averages. Students who have an F for the second semester average of a full unit course will fail that course. Students may not receive $\frac{1}{2}$ unit credit for a full unit course.
- For students in a HALF-UNIT course under the 4x4 block schedule a semester exam will be computed in the semester/final average.
- The semester average will be the final average for half unit (1/2) courses.

Grades will be computed as follows:

$$\begin{array}{rcccccc} \text{1st Grading Period} & & + & & \text{2nd Grading Period} & + & \text{1st Exam} & = & \text{1st Semester AVG} \\ 40\% & & + & & 40\% & + & 20\% & & \\ \\ \text{3rd Grading Period} & & + & & \text{4th Grading Period} & + & \text{2nd Exam} & = & \text{2nd Semester AVG} \\ 40\% & & + & & 40\% & + & 20\% & & \\ \\ \text{1st Semester Average} & + & \text{2nd Semester Average} & \div & 2 & = & \text{Final Average} \end{array}$$

- k. For Half Unit Courses: SEMESTER AVERAGE = FINAL AVERAGE
Students must have at least a 1.0 average to pass a course (Rounding of .5 and up will not occur unless the average is at least a 1.0)

l. For Half-Unit Courses

$$(40\%) + (40\%) + (20\%) = \text{Sem Avg} \quad (40\%) + (40\%) + (20\%) = \text{Sem Avg}$$

GP	1st	2nd	1st	1st	3rd	4th	2nd	2nd	FINAL
GP		GP	EXAM	SEM	GP	GP	EXAM	SEM	AVG
A	B	B	B	B					
D	D	F	F	F					
D	F	B	D	D					
A	F	F	F*	F*					

(GP: Grading Period)

*Student fails because s/he failed the 2nd or 4th grading period and the semester exam, or because s/he failed the 2nd semester of a full unit course.

Grading for students with disabilities (IDEA)

- Grading for students with disabilities is done in keeping with the educational program determined most appropriate on an individual basis.
- Students addressing grade level content standards and participating in LEAP21 are graded in accordance with the grading policy described on the previous pages.
- Students participating in LAA (Louisiana Alternate Assessment), or students addressing foundation skills for content standards (grades 1 and 2), earn grades in accordance with their specialized instruction and in keeping with his/her prescribed IEP with the grades S for "Satisfactory", N for "Needs Improvement" and U for "Unsatisfactory."
- Students receiving special education services will receive marks and comments for obtaining stated short-term objectives on their Individual Education Plan (IEP) progress report.
- If a student does not achieve the stated short-term objective once it has been introduced, it must be indicated on the IEP progress report as P for "Progressing".
- Observed factors contributing to the achievement or non-achievement of short-term objectives are also indicated on the progress report.
- An IEP progress report toward accomplishment of these short-term objectives must be sent to the parent(s) or guardian(s) at the same time the regular education report card is sent at the end of each reporting period.
- Marks used to indicate student progress toward achievement of short-term objectives include:

P = Progressing	NP = Not Progressing
M = Mastering	NA = Not Addressed this Period
- Conduct Grades 1-12

S = Satisfactory	U = Unsatisfactory
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- An alternate assessment is provided for the student with disabilities. Instruction for the student may take place in a regular classroom, resource room, self-contained classroom, or special school setting. The decision for placement in this program must be in the student's IEP.

- k. For subjects taught in the regular classroom, grades should be assigned in keeping with regular education modifications necessary and after consultation with the student's special education teacher.

10. Acceleration

Grades K-8

- I. Regular education enrichment activities and cross-grade grouping are utilized to meet the individual needs of identified high achieving students.
- II. Students who are identified as gifted and/or talented shall be given an opportunity to participate in a special education enrichment program provided during the regular school day.
- III. Students enrolled in the 8th grade and completing Algebra I course requirements within a 8th grade math honors class may earn a Carnegie unit credit if the student successfully passes the end of course test for Algebra I honors.
- IV. Upon an initiation for a referral by a teacher, a principal, and/or parents, the student will have the opportunity to be screened for eligibility in an enrichment program.
- V. The SBLC will meet to screen and make recommendations for further evaluation.
- VI. Upon informed parental approval (signed consent) the Pupil Appraisal Team will ascertain the student's eligibility for services in an enrichment program through individual evaluation procedures as outlined by Louisiana Bulletin 1508, Revised 2004.
- VII. If the IEP committee's recommended placement is approved by the parent or guardian, and IEP is developed for the student.
- VIII. The student's IEP will indicate his/her placement into an enrichment program and whatever else is mandated by IDEA, ACT 754, Bulletin 1706 and Bulletin 741.

Grades 9 - 12

- I. Beginning with the 1998-1999 school session, East St. John High School will not accept/offer summer credits for new courses. Only repeat course credits will be accepted from summer school.
- II. The parent's decision and the principal's approval to allow the pupil to attend the summer session for purposes of acceleration should be made on the basis of the probable long-range academic, social and emotional effect of the acceleration.
 - a. No student can earn credit for taking high school English out of sequence. English IV will be a required fourth year subject.
 - b. No student can take more than two (2) repeat subjects in summer school.
- III. Honor Courses -- St. John the Baptist Senior High Schools provide for an honors program for the students with recognized above-average academic ability. To be eligible for the program, students must meet the following criteria:
 - a. The student must have an overall average of 86 or better, and score at Mastery Level on the LEAP 21 or GEE 21.
 - b. Be recommended by the preceding instructor of the discipline in question and chairman of the department or
 - c. Be recommended by the principal after a satisfactory evaluation of the student's record has been made by the grade level counselor and two teachers from the department.
 - d. Obtain written permission of the parent(s) or guardian(s).

- e. A maintain a “C” average or higher. If a student earns a “D” or below in any honors class through the completion of mid-term, the parents will be notified in writing that the student will be re-assigned to an academic class in that course, provided the academic course is available at that time. Such a student shall be reassigned by the principal to a regular academic class in the same subject area and shall not receive extra credit or points for having been in the honors course.
- f. A student cannot withdraw from any honors course after mid-term regardless of grade.
- g. Honors grades should weigh more heavily when the student moves from academic to honors. A course outline shall be developed and used in each honors course that clearly tells the difference between regular academics and the honors courses.
- h. Students refused admittance to any honors course(s) may appeal, in order, to the following:
 - 1) The appropriate department head
 - 2) The principal of the school
 - 3) The assistant superintendent of curriculum and instruction
 - 4) The superintendent
 - 5) The board

11. Provisional Eligibility Criteria for a Certificate of Achievement

Eligible students are those:

- a. Who are disabled under the criteria in Bulletin 1508, who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school years as documented in the IEP, who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-99 school year, and whose IEP team determined would not be eligible to participate in alternate assessment.
- b. Eligible students must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:
 - i. The student has participated in general district and statewide assessments including all components of the Graduation Exit Exam (GEE).
 - ii. If the student has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.
 - iii. If the student will not take that component of the GEE, GEE remediation will not be provided.
 - iv. If the student will retake that component of the GEE, the student will be provided GEE remediation.
 - v. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
 - vi. The student has met attendance requirements according to Bulletin 741.
 - vii. Transition planning has been completed and documented.
 - viii. 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 in the areas of English/Language Arts, Mathematics, Science, and Social Studies and the foundation skills.
 - ix. A body of evidence exists to document that the student has developed vocational competencies.
 - x. The receipt of a Certificate of Achievement does not limit a child’s continuous eligibility for services under IDEA unless the child has reached the age of 22.

12. Advancement / Continuance / Promotion / Retention for Exceptional Students

- a. For those exceptional students participating, the following criteria shall be used for advancement / continuance / promotion / retention:
 - 1) Promotion of students with disabilities will be made in accordance with the SBESE policies and Pupil Progression Plan.
 - 2) Must meet parish requirements for attendance.
 - 3) Earn a passing final grade in the subjects taken in the special education class following same grading policy used for regular education students.
 - 4) Meet the parish course requirements for promotion for their assigned grade level in the subjects taken in the regular class.
 - 5) Students in grades 4 and 8 will pass the state criterion-referenced test. This does not apply to limited English proficient students who meet the criteria for test deferment according to the guidelines in Bulletin 1851. Exceptional students participating in leap 21 must be provided with significant accommodations as noted on their IEPs.
- b. For those exceptional students participating in Alternate Assessment, the following criteria shall be used for advancement/continuance/promotion/ retention:
 - i. Must meet parish requirements for attendance.
 - ii. The student must achieve 70% of proposed short-term objectives in all academic areas outlined on the IEP.
 - iii. Must meet the parish requirements for promotion for all regular education classes.
 - iv. Participate in the alternate assessment.

13. Non/limited English Proficient Students

- a. Identification and Assessment--the following factors will be considered when identifying and assessing Limited English Proficient (LEP) students:
 - i. A Home Language Survey (which is included on registration forms) indicates that a student has a home or primary language other than English.
 - ii. The student's scores are 40th percentile or below on a nationally normed English, reading or language arts test. (Local norms can be substituted for the 40th percentile.)
 - iii. An English language proficiency test that has been written, normed and published for the specific task of determined a LEP student's English language proficiency has been administered.
 - iv. Special language services that address LEP students' need for becoming fluent and literate in English will be provided.
 - v. Instruction will be provided that fosters LEP students' success in mathematics, social studies and language arts.
- b. Special education programs enrolling LEP students must provide both alternative language services and special education to LEP students who need them. Placement of LEP students into Special Education programs must follow the guidelines set forth in Bulletin 1851.
- c. Placement – Programs for the gifted / talented must locate and identify gifted/talented LEP students who could benefit from the program. The placement of the LEP student into an appropriate educational program should be viewed as an ongoing process.

- d. Placement decisions should occur and be reviewed at frequent and regular intervals so that the changing needs of the LEP student will be met.
- e. Instructional program for the non/limited English proficient secondary student will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e., American History) until he develops a level of competency to succeed in the courses. Non/limited English students may be scheduled in courses such as reading, speech, music and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.
- f. **Retention** – No limited English proficient students shall be retained solely on the lack of English proficiency. These students will be evaluated according to the grading procedures and requirements outline in Bulletin 1851.

14. Nine (9) weeks Progress Reports

a. Elementary grades K-8

- i. Progress reports shall be sent to every student (including kindergarten) no later than the 23rd day of the nine weeks period.
- ii. Between the 23rd and the 35th day, should a student fall below 75% in any subject, after the first notice is sent, then the teacher must send a second notice to the student clearly stating “In Danger of Failing,” along with the current grade.
- iii. However, after the 35th day, teachers are no longer required to send an additional progress report.
- iv. Students shall sign or initial receipt of progress report for each nine week period.
- v. If a progress report is not sent home stating “In Danger of Failing”, a D shall be recorded on the report card for that nine-week grading period in that subject.
- vi. The teacher must be able to provide the progress report with student signature or initial as proof of documentation.
- vii. Should a student refuse to sign, the teacher is to document the refusal and mail the progress report home to the parents.
- viii. After the initial progress report has been issued, parents may request an additional progress report. The request must be in writing, within 5 days, and signed by the parent.
- ix. Every reasonable effort should be made to insure that reports are received by the student’s parent(s) or guardian(s).
- x. Documentation must be kept on file by the teacher and administration. If a teacher has not followed this procedure, then the student cannot fail the subject for the nine-week period in question
- xi. Parents will have ten working days after report cards have been issued to question a grade of the previous grading period.

b. High School Grades 9 – 12 on 4 x 4 Block Schedule

- i. Progress reports/Interim reports shall be issued to all students on the 12th day of each grading period. After the 12th day, teachers shall send an additional progress report if student is “In Danger of Failing”.
- ii. Students shall sign or initial receipt of progress report for each grading period. If the second progress report is not sent home stating in Danger of Failing, a D shall be recorded on the report card for that grading period.

- iii. Final grading period interim reports for seniors shall be sent out no later than the 8th day of the grading period of the 4th grading period. Should a senior fall below 75% after the first notice is sent, then the teacher must send a 2nd notice to the senior clearly stating "In Danger of Failing," along with the current grade, prior to the exam.
- iv. The teacher must be able to provide the progress report with student signature or initial as proof of documentation.
- v. Should a student refuse to sign, the teacher is to document the refusal and mail home the progress report to the parents.
- vi. After the initial progress report has been issued, parents may request an additional progress report. The request must be in writing, within 5 days, and signed by the parent. Report cards will be issued once each grading period.
- vii. Parents will have five working days from the date report cards are issued to question a grade of that grading period.

c. Grades per Nine Weeks

- i. For all Kindergarten students, the teacher must have a minimum of eight (8) grades for subject's language arts and math consisting of (S) or (U).
- ii. For all subjects appropriate to the grade (1st-8th/8, 9th-12th/9) the teacher will collect a minimum of indicated grades per grading period/major subject, to include all unit and chapter tests.
- iii. In Grade 3 science and social studies shall have a minimum of four (4) grades each for each grading period.
- iv. A cumulative semester exam will be computed as 20% of the semester average for grades 7 – 12.
- v. A six (6) grade minimum for high school seniors will be collected in the final grading period.
- vi. Exam Weight -- a cumulative semester exam will be computed as 20% of the semester average in grades 7 -12.
- vii. **Exemption from Exams (Grades 9 – 12):** In order for a student to be eligible for exemption the following criteria must be met:
 - "A" average per subject per marking period
 - No tardiness
 - No more than 1 day absence for the semester immediately preceding the exam (mid-term/final)
 - No In-School Suspension
 - No Out-of-School Suspension
- viii. For all full Carnegie unit courses listed in the academic and vocational course offerings, a student must earn the full Carnegie unit.

d. Student Recognition – Grades 1-12

- i. Principal's List -- all A's
- ii. Honor Roll – (no grade less than B)-- The following subjects will be considered for Student Recognition:
- iii. 1st – 3rd --English Language Arts, Reading, and Math
- iv. 4th - 6th--English Language Arts, Reading, Math, Social Studies, and Science
- v. 7th -12th-- All subjects will be considered

15. Retention—Grades K-12

- a. Administrative Placement
 - i. It is required that when a student in grades K-8 fails a grade for the first time, the student will be referred to the SBLC to monitor his progress for the entire academic year following that retention. When the SBLC committee considers a student for administrative placement attention must be paid to the following; recommendation by the teachers, student performance through out the year, social maturity, pupil appraisal recommendations, and test scores.

16. At-Risk Students

- a. It is required that when a student in grades K-8 fails a grade for the first time, the student will be referred to the SBLC at the beginning of academic year following that retention to monitor his progress for the entire academic year.
- b. Students in K-3 will be screened at least once for Dyslexia and/or related disorders.

17. Multi-sensory Language Program

- a. Students identified as “at risk for dyslexia” will receive 150 minutes of Project Read weekly and appropriate accommodations and modifications in the regular classroom if needed.
- b. Grades will be derived from a combination of Project Read and the local reading/ELA program. Successful completion is evidenced by 69% mastery of skills and successful class work at respective grade levels.
- c. Re-teaching and re-testing is part of the instructional program when difficulty is encountered.

18. Students with Disabilities

- a. Students with disabilities addressing high school diploma will follow same promotional policy as regular education students.
- b. Policies for the student with disabilities in the alternative assessment program will be determined by the individual student’s IEP, and in accordance with local, state and federal special education policies and practices.
- c. Exceptional Students addressing high school diploma requirements
 - i. Students will address state competencies as established by the Louisiana On 6) Grade level Standards of the State of Louisiana. These students with disabilities will pursue a regular high school diploma in accordance with Louisiana Bulletin 741 regulations and as documented in the Individualized Education Program (IEP) which is developed by the student’s parents, special teacher or teachers, regular teacher, a member of the evaluation team, the Supervisor / Director of Special Education or designee, and when appropriate, by the student himself / herself.
 - ii. Exceptional students participating in LEAP 21 must be provided with significant accommodations as noted in the students IEP. Significant modifications are designed to assist students to achieve mastery of the designated skills. Any adaptations of instruction needed to help the student address state standards will

become a part of the IEP as mandated by ACT 754 of the Louisiana Legislature Bulletin 1706 and by Bulletin 1530, Louisiana's IEP Handbook. Placement in this type of special education program must be approved in writing by the parent / guardian.

- iii. The evaluation criteria which will be utilized for students with disabilities will be a progress report which is sent home with regular education report cards every marking period. This report will indicate to the parents and students how the student has achieved or failed to achieve objectives developed at the IEP conference. Curriculum-based assessment, teacher-made tests and observations are some methods of evaluation used.
- iv. Multi-disciplinary evaluations are mandated every three years and/or as recommended by evaluation personnel.
- v. All exceptional students addressing high school diploma requirements will participate in on level testing.

19. HIGH STAKES TESTING

Grade 4

1. A parent/student/school compact that outlines the responsibilities of each party will be required for students in grade 3 and grade 4 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 4th grade LEAP 21, as well as for students who were retained in grade 4.
2. A student may not be promoted to the 5th 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 4th grade LEAP for the 21st Century (LEAP 21) 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 21 only one time.
3. STJP 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 21 tests or who scored Approaching Basic and/or Unsatisfactory on the English/Language Arts and/or Mathematics component(s) on the spring tests.
 - A student who failed to achieve the Basic/Approaching Basic combination is not required to attend the STJP-offered LEAP 21 summer remediation program in order to be eligible for the summer retest.
 - All students with disabilities who participate in LEAP 21 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 (LAA) are not eligible to attend the LEAP 21 summer remediation programs.

4. In order to move students toward grade level performance, STJP shall design and implement additional instructional strategies for those 4th grade students being retained. The purpose of the additional strategies is to move the students to grade level proficiency by providing the following:
 - (1) focused instruction in the subject area(s) on which they scored at the Approaching Basic and/or Unsatisfactory level on LEAP 21, and
 - (2) ongoing instruction in the core subject areas using curricula based on State-level content standards and the Grade Level Expectations. STJP is encouraged to design and implement additional instructional strategies for students in grades 3 and 4 who have been determined to be at risk of failing to achieve the Basic/Approaching Basic combination on LEAP 21.

5. Promotion/Retention Policies

A student may not be promoted to the 5th 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 4th grade LEAP 21 and at the Approaching Basic achievement level on the other.

The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the Basic/Approaching Basic combination on the English/Language Arts and Mathematics components of LEAP 21 shall be made by the STJP in accordance with the local Pupil Progression Plan which shall include the following:

- A student who **has repeated** the 4th grade may be promoted to only the 5th grade. A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education, and the State Superintendent of Education approves it.
- However, a student who **has repeated** the 4th grade and who is 12 years old on or before September 30th may be promoted according to the local Pupil Progression Plan.

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.
- 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.
- 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.

LEAP 21 Testing

- Students retained in the 4th grade shall retake all four components of LEAP21.

6. Exceptions to the High Stakes Testing policy may include:

A. **Policy Override**

The local school system (STJP) 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 21 and has attended the summer remediation program offered by the STJP (the student shall participate in the summer retest only on the subject that he/she scored the *Unsatisfactory* achievement level during the spring test administration); and
- Parental consent is granted

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

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

C. **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 4th grade level is ineligible for a waiver at the 8th grade level.

D. Wavier for Extenuating Circumstances

A school system, through its superintendent, may grant a wavier on behalf of individual students who are unable to participate in LEAP 21 testing or unable to attend LEAP 21 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 STJP at least ten (10) school days prior to the 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 21 and
- Who are unable to participate in **both** the spring and the summer administration of LEAP 21, **or**
- Who failed to achieve the Basic/Approaching Basic combination on the spring administration of LEAP 21 Mathematics and English/Language Arts tests and are unable to participate in LEAP 21 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 5th grade; and
 - Are not eligible for a retest. These students may be eligible for the policy override, or appeals process in accordance with the local Pupil Progression Plan. (Note: The appeals process is available only to 4th grade students).

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP 21 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 21 summer retest. These students may be eligible for the policy override or appeals process in accordance with the local Pupil Progression Plan. (Note: The appeals process is available only to 4th grade students.)

F. **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 STJP 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:

STJP Error: The STJP 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 STJP the means for establishing promotional decisions for those students who have received a State-granted waiver.

7. The promotional policies outlined above will be reviewed in 2009.

SECTION IV

REMEDIATION

Legal Authorization

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

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

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

Purpose

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

State Mandatory Requirements

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

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

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

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

Local Program Development and Evaluation

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

The following questions will provide information regarding the remediation plan determined by the Local Education Agency (LEA). Please provide your response following each question using blue font. Do not delete any questions or leave questions unanswered.

I. School Year Remediation Program

A. Program Objectives

Remediation shall be provided to assist all students.

Eighty percent of the students receiving remediation in grades 4, 8, (LEAP 21), 10 and 11 (GEE 21) will demonstrate growth in the deficit areas as identified on the LEAP Individual Student Report. This growth will be measured by the retaking and passing of the LEAP test if the student is repeating grade 4, 8, or retaking and passing the GEE 21.

At least 60% of the students receiving remediation in science and/or social studies will demonstrate increased achievement by scoring at the Approaching Basic level or higher when tested (LEAP or iLeap) in the spring the following year.

B. Program Description

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

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

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

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?

Remediation will be provided for students in grades 4, 8, 10 and 11 who did not meet LEAP requirements.

Students in, grade 4, 8, 10, and 11 will be remediated:

1. During the school day using the tutoring guide from the Louisiana Department of Education with a pupil/student teacher ratio 7/1
2. In after school remediation programs with a pupil/teacher ratio of 15:1
Option 2 (8.5) students who scored at the Unsatisfactory Level in English/Language Arts and/or Mathematics are enrolled in remedial courses on the high school campus.

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?

Each school shall develop an intervention/remediation plan to provide services during the school day and/or after regular school hours. The amount of instructional time for ELA, math, science and social studies will vary in accordance with the needs of eligible students. Instructional time will adhere to the LDE guidelines

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

Remediation will begin in the fall semester (September/October) of the school year.

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

Teachers in the remedial programs shall possess the appropriate certification /qualifications specified in Subsection 911 of Bulletin 1566. St. John the Baptist School Board may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- 1) be at least twenty years of age;
- 2) possess a high school diploma or its equivalent; and
- 3) 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 SBESE Policy).

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

Instruction in the state-funded alternative / transition program shall be based on student deficits as identified on the state testing programs in English/Language Arts and mathematics. Included in the instruction shall be the mastery of the prerequisite skills in the area of deficiency.

- a. For the GEE 21 remediation shall be provided in English Language Arts, Mathematics, Science or Social Studies.
- b. Remediation shall be provided to students who score at the “Unsatisfactory” level in Science and Social Studies tests.
- c. Each student achieving mastery criteria shall continue receiving instruction for maintenance of grade appropriate skills. The amount of instruction shall be based upon student need. (R. S. 17:395. E)
 - i. Instruction shall include but not be limited to the philosophy, the methods, and the materials, included in the state approved content standards (SBESE Policy 3.01.08).
 - ii. Alternative / transition methods and materials shall supplement and reinforce those methods and materials used in the regular program (SBESE Policy). Special auditory, visual and kinesthetic approaches will be used. The activities will be short, to the point, and motivating. Parental involvement take-home books will be used for parents of students not meeting the 4th and 8th grade LEAP 21 requirements.
 - iii. Workshops will be provided for principals, teachers, paraprofessionals, and parents to foster the understanding of the LEAP 21 alternative / transitional program and how it affects the student’s progress.

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

Letters documenting parental/student refusal to accept remediation will be filed at the individual schools.

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

Remediation shall be provided to students who score at the “Approaching Basic” and “Unsatisfactory” levels on LEAP 21 Science and Social Studies tests. Students will receive a minimum of 25 hours of instruction in an after school program.

C. Coordination of Funds

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

Title II funds will be used to provide staff development for teachers and provide technology for students to use during remediation. Local funds will provide transportation. Food Service funds will be used to provide snacks for students. State funds will be used to pay teacher salaries, benefits and to purchase instructional supplies and materials

D. Evaluation

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

Evaluation of the student performance will be determined by the success of each student to master the deficient skills as indicated by the LEAP 21/GEE 21 test on the individual student profile sheet.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

Eighty percent of the students receiving remediation in grades 4, 8, (LEAP 21), 10 and 11 (GEE21) will demonstrate growth in the deficit areas as identified on the LEAP Individual Student Report.

B. Program Description

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

All 4th and 8th grade students in the elementary schools, including those with disabilities participating in LEAP, who did not meet the performance standards established by the LA Department of Education and approved by BESE, shall be eligible to participate in remediation. 4th and 8th grade students who did not take the spring LEAP tests shall be eligible to participate in remediation and summer testing.

WSJH is offering 8th grade LEAP Remediation during the school day in Math and Reading. The students will fulfill the required remediation hours that is mandated by the state during the school day instead of after school.

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?

Students in, grade 4 and 8 will be remediated in a cost free summer remediation program with a pupil/teacher ratio of 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 4th and 8th grade levels.

A minimum of 50 hours of instruction per subject (ELA and Math) shall be provided to students enrolled in LEAP Summer School. Instructional time will adhere to the LDE guidelines

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.

Teachers in the remedial programs shall possess the appropriate certification /qualifications as required by the State Board. St. John the Baptist School Board may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- 4) be at least twenty years of age;
 - 5) possess a high school diploma or its equivalent; and
 - 6) 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 SBESE Policy).
5. Describe the materials and methodology to be used throughout the district in summer remediation.

Intervention/remediation will be provided to address instructional needs identified from the iLEAP/LEAP Individual Student Reports and other sources of achievement data. Teachers will identify priorities for instruction. Teachers will plan and document lessons for addressing the identified instructional needs. These needs shall be addressed through the use of flexible grouping for instruction within the classroom and research-based instructional strategies. Teachers shall use district identified instructional materials that are aligned with the standards, benchmarks, and grade level expectations. Students with disabilities shall receive instruction along with regular education students with special support provided as needed.

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

Letters documenting parental/student refusal to accept remediation will be filed at the individual schools.

C. Coordination of Funds

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

The remediation plan is coordinated with the regular program, special education, and other educational programs so that services are complementary but do not duplicate or supplant other programs. Title II funds will be used to provide staff development for teachers and provide technology for students to use during remediation. Local funds will provide transportation. Food Service funds will be used to provide snacks for students. State funds will be used to pay teacher salaries, benefits and to purchase instructional supplies and materials.

D. Evaluation

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

Evaluation of the student performance will be determined by the success of each student to master the deficient skills as indicated by the LEAP 21/GEE 21 test on the individual student profile sheet. Feedback from teachers and administrators will be used to evaluate the educational process.

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.

Describe the GEE remediation provided for students. Include the following:

A. Program Objectives

Eighty percent of the students receiving remediation in grades 10 and 11 (GEE21) will demonstrate growth in the deficit areas as identified on the LEAP Individual Student Report.

B. Program Description

1. Student selection criteria

All students, including those with disabilities participating in GEE, who did not meet the performance standards established by the La. Department of Education, shall be eligible to participate in remediation. Students are identified by the counselor based on test data available.

2. Pupil/Teacher ratio

The pupil-teacher ratio shall be as low as reasonably possible. In no case shall it exceed the class sizes allowed in Bulletin 741.

3. Instructional time

A minimum of 50 hours of remediation shall be provided to students in each content area (ELA, math, science, and social studies) they do not pass.

4. Selection criteria for teachers and/or paraprofessionals

Teachers in the remedial programs shall possess the appropriate certification /qualifications as required by the State Board. St. John the Baptist School Board may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- 7) be at least twenty years of age;
- 8) possess a high school diploma or its equivalent; and
- 9) 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 SBESE Policy).

5. Materials and methodology to be used

Instruction in the state-funded alternative / transition program shall be based on student deficits as identified on the state testing programs in English/Language Arts and mathematics. Included in the instruction shall be the mastery of the prerequisite skills in the area of deficiency. The GEE 21 remediation shall be provided in English Language Arts, Mathematics, Science or Social Studies. Intervention/remediation will be provided to address instructional needs identified from the iLEAP/GEE Individual Student Reports and other sources of achievement data. Teachers will identify priorities for instruction. Teachers will plan and document lessons for addressing the identified instructional needs. These needs shall be addressed through the use of flexible grouping for instruction within the classroom and research-based instructional strategies. Teachers shall use district identified instructional materials that are aligned with the standards, benchmarks, and grade level expectations. Students with disabilities shall receive instruction along with regular education students with special support provided as needed.

6. Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other
List all that apply

LEAP Remediation is offered during the school day in Math and Reading at WSJH. The students will fulfill the required remediation hours that is mandated by the state during the school day instead of after school.

GEE Remediation/Tutoring classes are offered in the area of Math, English, Science and Social Studies during the school day and in summer school. The students will earn ½ credit for each course taken.

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

Letters documenting parental/student refusal to accept remediation will be filed at the individual schools.

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

The remediation plan is coordinated with the regular program, special education, and other educational programs so that services are complementary but do not duplicate or supplant other programs. Title II funds will be used to provide staff development for teachers and provide technology for students to use during remediation. Local funds will provide transportation. Food Service funds will be used to provide snacks for students. State funds will be used to pay teacher salaries, benefits and to purchase instructional supplies and materials.

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

Assessment of student growth and achievement will be conducted by analyzing GEE passing rates for participating students. Feedback from teachers and administrators will be used to evaluate the educational process.

APPENDIX A

This section should include the following:

Definition of Terms

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

State Terms

1. Acceleration: Advancement of a pupil, at a rate faster than usual, into or from a given grade or course. This may include gifted students identified according to Bulletin 1508.
2. Alternate Assessment: LAA I and LAA II – alternate assessment for students who meet specific state criteria and are identified and served over IDEA.
3. Content Standards: Statements of what we expect students to know and be able to do in various content areas.
4. LEAP 21 Remediation Program: The summer school remediation program offered by the LEA for the specific purpose of preparing students to pass LEAP 21 test in English/ Language Arts or mathematics.
5. Louisiana Educational Assessment Program (LEAP): The state's testing program that includes the grades 3, 5, 6, 7, and 9 Louisiana Augmented Norm Referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English/Language Arts, mathematics, social studies and science; and the Graduation Exit Exam (English/ Language Arts, mathematics, written composition, science and social studies).
6. Grade Level Expectations (GLE's): is a statement that defines **what all students should know or be able to do** at the **end** of a given **grade level**.
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: Comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on 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. 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, compensatory programs and/or remediation, and acceleration.
10. Remedial Programs: Programs designed to assist students including 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-promotions 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.)

Local Terms

Academically Able in Foreign Language:

Academically able students

1. An academically able student in foreign language is one who meets the following criteria:
 - a. Has a grade average of 88% (B) or above for the previous grade in English or
 - b. Has a ITBS score of 50% or above in Language, *and*
 - c. Passed the Language Arts Section of the LEAP Test
 - d. Students identified in accordance with Bulletin 1508, Pupil Appraisal Handbook, the I.E.P. Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.
2. Academically Able in Math: One who meets the criteria for placement in Pre-Algebra in grade
3. Advanced Placement Program: The Advanced Placement (AP) Program gives students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and credit, or one of these, upon entering college. The program is administered with the help of Educational Testing Services, which is an independent, nonprofit agency. Examinations are administered in May by participating schools.
4. At Grade Level: Those successfully completing parish requirements as outlined on pages 2.5-2.9.
5. Compensatory and/or Remedial Programs: Programs designed to assist students to cover educational deficits identified through local criteria.
6. Interim Report: Written notification to parents and/or guardians submitted prior to the completion of a grading period for the purpose of notifying parents of the student's progress.
7. Levels: Steps of learning, corresponding to stages of growth in reading skills; a unit of progress in skills needed rather than a period of time.
8. Pupil Appraisal Team: A team which may include educational diagnostician, speech therapist, school psychologist, nurse, social worker, occupational therapist, physical therapist, and/or adapted physical education teacher, that determines a student's learning problems and assists in developing programs of student for the student.
9. School Building Level Committee: A committee of knowledgeable people composed of teachers, principals, therapists, parents of referred students, students, and/or pupil appraisal members organized to insure that each individual student is provided the opportunity to receive the best instruction available to meet his/her needs.
10. Student Profile Card: Record of the progress made in reading on each student from the time of entrance into this program through completion (grades 1-8).
11. Subject Area Skills List: A parish-adopted sequential listing of skills and teaching objectives for each major subject area by grade level.

- Additional information that you wish to add would begin with Appendix B.

APPENDIX B

Senior Project Guidelines

A Senior Project is a focused rigorous independent learning experience completed during the student's year of projected graduation from high school. East St. John High School requires students to complete a senior project as part of the requirements for English IV and to fulfill the State's requirements for an Academic Endorsement. The following requirements, which are aligned with those in Bulletin741, have been established for Senior Projects at East St. John High School.

1. Each student must choose a challenging topic of interest, approved by their parents or guardians and the school-level Senior Project Committee.
2. Each student must have a Senior Project mentor.
3. Students must successfully complete the four components listed below with a score of Satisfactory or higher on each component. The components will be evaluated locally using locally developed rubrics until the Department of Education rubrics are finalized:
 - a. research paper will be a minimum of 5-8 pages on an approved topic of the student's choice;
 - b. product or service related to the research requiring at least 20 hours of work;
 - c. portfolio that documents and reflects the Senior Project process;
 - d. presentation to a panel of a minimum of three adults from the community and school district.