

**PUPIL PROGRESSION PLAN
FOR
ORLEANS PARISH SCHOOL BOARD
FOR
2008 - 2009**



SUBMITTED TO: THE LOUISIANA DEPARTMENT OF EDUCATION

REVISED: JULY 23, 2008

ADOPTED BY THE ORLEANS PARISH SCHOOL BOARD: AUGUST 19, 2008

TABLE OF CONTENTS

Section I

Formal Submission Statement
LEA Contact Information
Superintendent Appointed Committee of Educators
Board Appointed Committee of Parents
Meeting Sign-in Sheets
Public Notice

Section II

Placement Policies: State Requirements

A.	Kindergarten & First Grade Entrance Requirements	1
B.	Kindergarten Screening	2
C.	Attendance Policy	2
D.	Requirements of the Louisiana Educational Assessment Program (LEAP)	2
E.	Elementary Program of Studies Requirements	3
F.	Carnegie Credit Time Requirements	3
G.	High School Graduation Requirements	3
H.	Scheduling	4
I.	Grade Tampering	5
J.	Transfer Students	5
K.	Limited English Proficiency (LEP) Students	6
L.	Alternate Schools/Programs/Settings	7
M.	Review of Placement	7
N.	Policies on Records and Reports	8
O.	Policies on Due Process	8
P.	Legislative Guidelines	8

Section III

Placement Policies: Local Option

A.	Kindergarten Entrance and Screening	10
	1. Kindergarten Readiness Screening Instrument	10
	2. Early Entrance for Gifted	10
	3. First grade Entrance	10
	4. Out-of-State Entrance	11
B.	Placement: Grades K – 12	11
	1. Promotional Criteria	12
	2. Awarding ½ Credit	45
	3. Grading Scales for K-12	45
	4. Foreign Language Program	50
C.	Requirements of the Louisiana Educational Assessment Program (LEAP)	52
	1. Override for 4 th and 8 th Grade Students	52
	2. Grade 4 Retention	53
	3. Grade 4 Repeaters	53
	4. Appeal for 4 th Grade Students	53
	5. Grade 4 Transitional Class	55
	6. Grade 8 Promotion Wavier	55
	7. Grade 8 Repeaters	56

8. SBLC Functionality of Student Promotion and Retention	57
D. Progression of Students Participating in LEAP Alternate Assessment	58
E. Limited English Proficient Students	59
1. Language Minority Students	59
2. Referral of Language Minority Students	59
3. Addressing Linguistic and Cultural Needs	60
4. Monitoring of Former LEP Students	61
F. Acceleration	62
1. Grade Advancement	62
2. Criteria for Acceleration	64
3. Grade Skipping	64
4. Services for Gifted Students	64
5. High School Credit for Elementary Students	64
G. Transfer Students	66
1. Placement for Out-of-Parish and Out-of-State Students	66
2. Procedures for Interim IEPs	68
3. Placement Tests administered to Out-of-state & Out-of-Parish Students	68
H. Retention Policy	68
1. Retention Limits	68
2. Student Retention	69
I. Alternate Schools/Programs/Settings	69
1. Alternatives to Regular Placement	69
2. Placement in Options (Pre-GED/Skills)	70
3. OPSB Approved Alternative School/Programs/Settings	70
4. Placement in Adult Education	71
J. Review of Placement	72
1. Monitoring Promotion and Placement	72
K. Records and Reports	73
Maintenance of Records and Reports	73
L. Due Process	75
1. Due Process Related to Student Placement	75
M. Additional Local Options	76
Section IV - Remediation (LEAP)	
Legal Authorization	77
Local Program	78
I. School Year Remediation Program	78
a. Program Objectives	78
b. Program Description	79
c. Coordination of Funds	81
d. Evaluation	81
II. Summer Remediation Program	82
a. Program Objectives	82

b.	Program Description	82
c.	Coordination of Funds	84
d.	Evaluation	84
III.	GEE Remediation	84
a.	Program Objectives	84
b.	Program Description	85
c.	Coordination of Funds	87
d.	Evaluation	87

Appendices

A.	Definition of Terms
B.	Exceptional Children’s Services Exit Options Form
C.	Student Study Educational Plan
D.	Student Assistance Team (SAT) Document of Promotion/Retention
E.	Student Assistance Team Referral Form (300R)
F.	Early Release Form
G.	Conditional Examination Request
H.	Referral Form for Pre-GED/Skills Option
I.	High Stakes Override Parent Consent Form
J.	Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to High Stakes Testing Appeal
K.	LEAP 21 Spring Administration Non – Public Registration Form
L.	LEAP 21 Summer Administration Non – Public Registration Form
M.	LEAP for the 21 st Century High Stakes Testing Policy
N.	Official Grade Change Form
O.	High Stakes Testing Promotion Charts
P.	Place Holder for Wavier of Elementary Level Foreign Language Mandate
Q.	Bilingual/ESL Education Programs
R.	Louisiana Student Residency Questionnaire Form
S.	McKinney-Vento Confidential Referral Form

SECTION I



FORMAL SUBMISSION STATEMENT



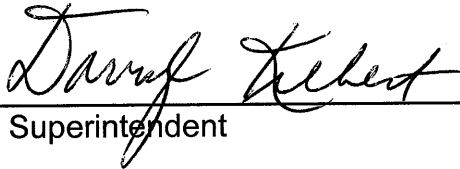
NEW ORLEANS PUBLIC SCHOOLS

3520 GENERAL DE GAULLE DR • N. O., LA 70114

FORMAL SUBMISSION STATEMENT

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

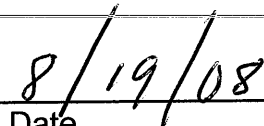
Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.



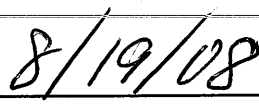
Superintendent



School Board President



Date



Date

Note: Commitment to School Site Staffs, Parents and Community - At the beginning of each school year, each principal shall discuss the *Pupil Progression Plan* for that year with school staff, parents, and the community.

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Yolanda D. Oates

Telephone Number (504) 304 - 3809

E-mail Address yolanda_oates@nops.k12.la.us

If Applicable:

LEA Contact Person (Secondary) Valerie Hicks

Telephone Number (504) 304 - 3847

E-mail Address valerie_hicks@nops.k12.la.us

Yolanda D. Oates
(Primary Signature)

08/13/08
Date

Valerie Hicks
(Secondary Signature)

08/13/08
Date

PUPIL PROGRESSION PLAN

SUPERINTENDENT APPOINTED COMMITTEE OF EDUCATORS

2008-2009

**Ms. VALERIE HICKS
Co-CHAIR**

**Ms. YOLANDA D. OATES
Co-CHAIR**

GAIL AUDRICT
CATHY TONI CHASE
DANA GONZALEZ
CHARLOTTE STEBER
AEYSHA BUCKNER
LESLIE GARIBALDI
TRUDI HANEY-DYER



ORLEANS PARISH PUBLIC SCHOOLS
3520 GENERAL DE GAULLE DR.
NEW ORLEANS, LA 70114

DARRYL KILBERT, SUPERINTENDENT

2008 – 2009 PUPIL PROGRESSION PLAN
COMMITTEE OF BOARDAPPOINTED PARENTS

- ❖ MONA LISA ABDUL-JABAR
- ❖ KAREN BAILEY
- ❖ JANET CHAMBERS
- ❖ VERONICA DOWNS-DORSEY
- ❖ WILLIE PALMER
- ❖ RANDEE SANDERS



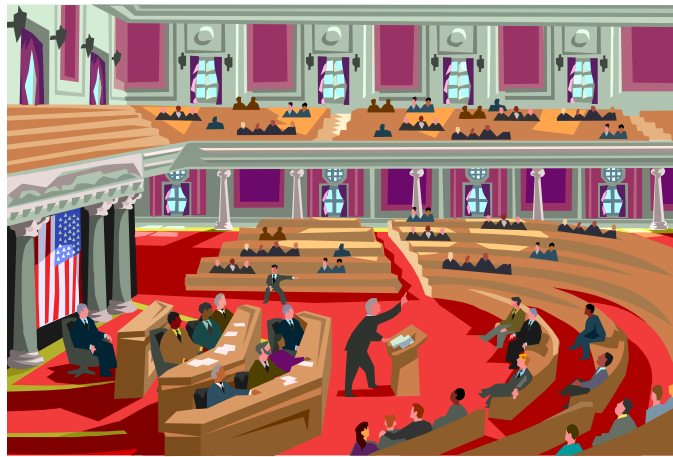
**ORLEANS PARISH PUBLIC SCHOOLS
3520 GENERAL DE GAULLE DR.
NEW ORLEANS, LA 70114**

DARRYL KILBERT, SUPERINTENDENT

**2008-2009 PUPIL PROGRESSION PLAN
PUBLIC NOTICE**

The amended 2008-2009 Pupil Progression Plan was reviewed and revised by a committee of educators and parents and the draft copy will be available for community review from May 13 – June 7, 2008, at the Board Office, and the parental involvement office (room 5056) at 3520 General de Gaulle Dr.; the main branch of New Orleans Public Library; Parent and Student Service Centers at Benjamin Franklin and Bethune Elementary Schools and Mc Donogh 35, Mc Main and Orleans Parish P. M. High Schools; and on the NOPS Website. To ensure opportunity for broad-based input, “Community Comment Forms” will be available at each location.

SECTION II



PLACEMENT POLICIES: STATE REQUIREMENTS

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

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

High Stakes Testing Policy

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

A. Kindergarten and First Grade Entrance Requirements

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

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

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
 - c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance, shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

B. Kindergarten Screening

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

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

C. Attendance Policy

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

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

D. Requirements of the Louisiana Educational Assessment Program

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

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

2. **Each plan shall include the statement that, in addition to completing a minimum of 23 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.**
3. **No 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 an LEP student. An LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.**

E. Elementary Program of Studies Requirements

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

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

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

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

G. High School Graduation Requirements

1. **The 23 units required for graduation shall include 15 required units and 8 elective units as listed in §2319 of *Bulletin 741*; the elective units can be earned at technical colleges as provided in §2389 of *Bulletin 741*.**
2. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either

the science or social studies portions of GEE to earn a standard high school diploma.

- a. The English language arts and mathematics components of GEE shall first be administered to students in the 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 their ability to pass the final required GEE component.

H. Scheduling

- A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students.
 1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
- B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.
 1. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 2. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.
- C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

I. Grade Tampering

1. **Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular**

education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

- 2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).**

J. Transfer Students

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

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

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

Transfer policies for students with disabilities

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

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

K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the limited English proficient student.
4. Establish procedures to monitor former Limited English Proficient students for two years.

5. No LEP student shall be retained solely because of limited English proficiency.

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

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

L. Alternative Schools/Programs/Settings

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

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

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

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

M. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; R.S. 17:24.4(G)].

2. Each Local school board may adopt policies whereby it may review promotion and placement decisions in order to ensure compliance with its local plan [Act 750; R.S. 17:24.4(G)].

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

2. Student records for the purposes of these Guidelines shall include the following:

- Course grades;
- Scores on the Louisiana Educational Assessment Program;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);

- **Documentation of results of student participation in remedial and alternative programs;**
- **Special education documents as specified in the approved IDEA-Part B, LEA application;**
- **A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and**
- **A statement regarding written notification to the parent concerning retention and due process procedures.**

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

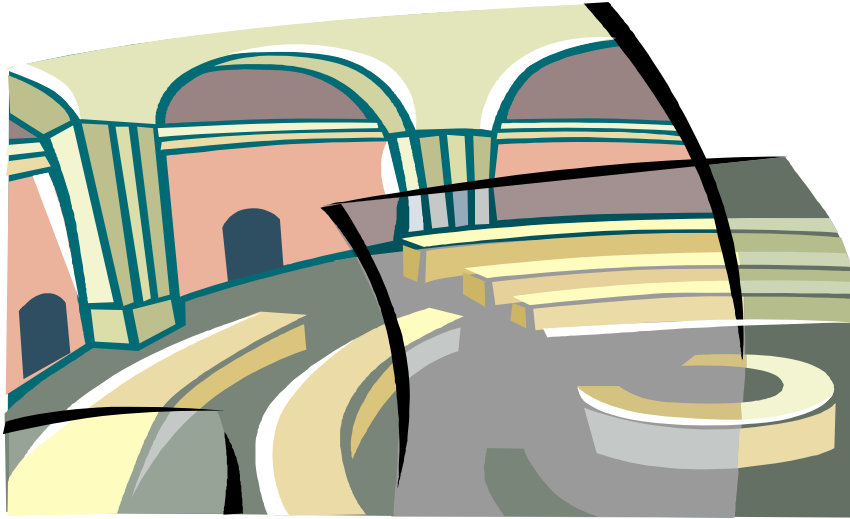
O. Policies on Due Process

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

P. Legislative Guidelines

1. **Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].**
2. **Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; R.S. 17:24(G)].**
3. **Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].**

SECTION III



PLACEMENT POLICIES: LOCAL POLICIES

LOCAL OPTIONS

Section III

A. Kindergarten Entrance and Screening

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

Kindergarten Entrance and Screening Requirements


A child may enroll in kindergarten if he/she reaches the age of five years on or before September 30. The kindergarten program in the Orleans Parish School Board is a full-day program.

The Developing Skills Checklist (DSC) screening instrument will be individually administered within 30 days of enrollment. **Screening instrument results will be used to plan instructional programs for each child.***

Special Education Kindergarten Entrance and Screening Requirements

A special education pupil may be promoted to kindergarten under the following conditions:

- ◆ The pupil has attained five years of age by September 30th; **and**
- ◆ The IEP team determines it is appropriate for the child to attend kindergarten.

 Placement Promotion and Retention of any Limited English Proficient Pupil will be in accordance with recommended procedures in the Louisiana Language Learners Program Handbook, 2005 and the criteria established for each grade level.

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

Orleans Parish Schools does not currently have a policy for early entrance into kindergarten for gifted students.

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.)

First Grade Entrance and Screening Requirements

A child may enter first grade in the fall of the calendar year during which he/she will reach age 6 (six) by September 30. As a prerequisite to enrollment in any first grade of a public school, every pupil shall meet one of the following criteria:

- ◆ has attended a public or private kindergarten for a full year; and

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ◆ has or shall score the median scores using the end of year Kindergarten DIBELS screening. The levels are as follows:
 - ❖ Letter Naming Fluency 34+
 - ❖ Phoneme Segmentation Fluency 25+
 - ❖ Nonsense Word Fluency 18+

Or

- ◆ has *not* attended a public or private kindergarten for a full year; but
- ◆ shall score the median scores using the end of year Kindergarten DIBELS screening. The levels are as follows:
 - ❖ Letter Naming Fluency 34+
 - ❖ Phoneme Segmentation Fluency 25+
 - ❖ Nonsense Word Fluency 18+

Kindergarten is the appropriate placement available to pupils who do not satisfactorily meet one of the aforementioned criteria.

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.

Out of state students who do not meet the Kindergarten attendance requirement shall score the median scores using the end of year Kindergarten DIBELS screening. The levels are as follows:

- ❖ Letter Naming Fluency 34+
- ❖ Phoneme Segmentation Fluency 25+
- ❖ Nonsense Word Fluency 18+

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.

* – *State-mandated*

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan


LOCAL OPTIONS

Section III

Promotion/Placement Criteria for Grades K – 8

Use of Multiple Criteria for Promotion In Grades K – 8

Promotion from one grade to the next is based upon the multiple criteria listed below.

- ◆ Performance in Required Courses of Study (pp 13 – 19, 31 - 33), and
 - ◆ ***Performance on the Louisiana Educational Assessment Program-Criterion Referenced Test (LEAP-CRT) in grades 4 and 8* and***
 - ◆ ***Attendance for a minimum of 160 days in grades K - 8 ****
-  ***No LEP pupil shall be retained solely on lack of English proficiency or the inability to read, write, and speak English with native-like fluency. ****

Elementary Placement

If there is a discrepancy between chronological age and the grade placement of pupils based on records and/or screening, the pupil shall be placed in the grade level of his age-mates*: i.e., a pupil who is seven years of age should be placed in the second grade. The pupil shall be referred to the SBLC/SATeam to develop an education plan.

The McKinney-Vento Act, requires all school districts, ensured by the LEA's homeless liaison and in conjunction with school personnel and other agencies, to identify students in homeless situations. *

Students in homeless situation have the right to:

- ◆ ***go to school, no matter where they live or how long they have lived there;****
- ◆ ***get help enrolling and succeeding in school from the school district's liaison for the Education of Homeless Children and Youth;****
- ◆ ***stay in the school they went to before becoming homeless or whatever school they were enrolled in last (called "school of origin"), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless. Students can also finish the school year in their school if they find permanent housing during the year; and ****

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ◆ *get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.*

Orleans Parish School shall provide the Louisiana Statewide Student Survey Residency Questionnaire Form, appendix R, to all students upon enrollment. Questionnaires that may indicate homelessness shall be sent to the Homeless Liaison for final determination of homeless status and if the status is affirmed, the Homeless Liaison shall begin the processes of provision of referrals and other assistance. In the instance when a student may be identified as an unaccompanied youth, the Louisiana Statewide Student Survey Residency Questionnaire Form will be provided surveying peers, involving the school site social worker, and outreach will be provided to areas where students who are out of school might congregate.

Special Education Primary Level Entrance Requirements

A special education pupil may be promoted to the Primary Level under the following conditions:

- ◆ The pupil has attained six years of age by September 30th; **and**
- ◆ The IEP team determines it is appropriate for the child to be assigned to a Primary Level class

The “Individuals with Disabilities Education Act” requires that a school District “take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.”*

Limited English Proficient Pupils Entrance Requirements for Pre-Kindergarten, Kindergarten, and First Grade

Placement Promotion and Retention of any Limited English Proficient Pupil will be in accordance with recommended procedures in the Louisiana Language Learners Program Handbook, 2005 and the criteria established for each grade level.

Performance Criteria for Promotion in Required Courses of Study by Grade Level

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

All students in kindergarten through sixth grade will receive 120 minutes of daily reading instruction. This mandatory block of instructional time cannot be substituted or interrupted for other instructional or non-instructional programs or activities.

Kindergarten

The pupil shall actively participate in a program in which the developmental needs of young children are met by age, and by individual, and culturally appropriate activities based upon National Association for the Education of Young Children guidelines. The Louisiana State Department of Education content standards and the local standards-based curriculum shall serve as the foundation for pupil expectations for kindergarten. Reading shall be integrated throughout all content areas including activities that develop phonemic awareness.

- ◆ The pupil shall attain at least the median scores using the end of year Kindergarten DIBELS screening. The levels are as follows:
 - ❖ Letter Naming Fluency 34+
 - ❖ Phoneme Segmentation Fluency 25+
 - ❖ Nonsense Word Fluency 18+

- ◆ ***The pupil will also attend a minimum of 160 days of school. ****

Grades 1 & 2

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics** based on the required grade level benchmarks.*
- ◆ ***The pupil will also attend a minimum of 160 days of school. ****

- ◆ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Grades 3, 4, 5 & 6

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics, science and social studies** based on the required level grade level benchmarks. * A student who receives a grade of D or F in English/language arts, reading, and/or mathematics at the end of a marking period, or has met the criteria as outlined in the remediation plan of this document (see pps. 77 -83) will be required to participate in mandatory after school or Saturday tutoring sessions. Students who receive a C average in English/language arts, reading, and/or mathematics or score at Basic on LEAP/iLEAP the previous school year will be invited to participate in the tutoring sessions; however, it is not a mandated requirement.

- ◆ ***The pupil will also attend a minimum of 160 days of school. ****

- ◆ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.

- ◆ ***For grade 4, promotion is also dependent on attainment of the Basic/Approaching Basic Combination in English Language Arts and Mathematics on LEAP. ****

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Grades 7 & 8 (Middle Grades)

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **language arts** (oral and written communication, handwriting, and spelling) **and mathematics, science and social studies** based on the required grade level benchmarks.* All 7th and 8th grade students will receive a double block of daily instructional time in language arts and mathematics. A student who receives a grade of D or F in English/language arts, reading, and/or mathematics at the end of a marking period, or has met the criteria as outlined in the remediation plan of this document (see pps. 77 -83) will be required to participate in mandatory after school or Saturday tutoring sessions. Students who receive a C average in English/language arts, reading, and/or mathematics or score at Basic on LEAP/iLEAP the previous school year will be invited to participate in the tutoring sessions; however, it is not a mandated requirement.
- ◆ The pupil shall attain at least a 70% average in the promotional subjects of health and physical education, and the elective combined.
- ◆ ***The pupil will also attend a minimum of 160 days of school. ****
- ◆ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.
- ◆ ***For grade 8, promotion is also dependent on attainment of the Basic/Approaching Basic Combination in English Language Arts and Mathematics on LEAP. ****

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated below:

- ❖ Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- ❖ In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS Section III

collaboration with the IEP Team (with guidance from Exceptional Children's Services), will make the necessary adjustments on the IEP and in the SASI database for special education students. (This applies to students receiving Exceptional Children's Services only).

- ❖ Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

NOTE: These exceptions do not supercede the LEAP High Stakes Testing Policy, Revised June 2005 as mandated by BESE.

Exceptional Children's Services' Course of Study

<u>Grades 1 – 3</u>	<u>Grades 4 - 6</u>	<u>Grades 7 & 8</u>
<i>Language Arts</i>	<i>Language Arts</i>	<i>Language Arts</i>
<i>Mathematics</i>	<i>Mathematics</i>	<i>Mathematics</i>
<i>Science and Social Studies</i>	<i>Science</i>	<i>Science</i>
<i>Health & P.E. and/or APE</i>	<i>Social Studies</i>	<i>Social Studies</i>
<i>Music, Arts & Crafts</i>	<i>Health & P.E. and/or APE</i>	<i>Elective</i>
	<i>Music, Arts & Crafts</i>	<i>Health & P.E. and/or APE</i>

Special Education: Promotion for Pupils Participating in Regular LEAP – K - 8

- ◆ Promotion for pupils with disabilities enrolled in grades K through 2 shall be the same as for general education pupils in accordance with this local pupil progression plan.
- ◆ Promotion for pupils with disabilities enrolled in grades 3, 5, 6, and 7 who **are participating in the Louisiana Educational Assessment Program (LEAP) testing** shall be the same as for general education pupils.
- ◆ Promotion for pupils with disabilities enrolled in grades 4 and 8 **who are participating in LEAP testing** shall be in accordance with the adopted policies of the BESE.

Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment Level 1(LAA1)

Pupils with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in LEAP Alternate Assessment Level 1 (LAA1) beginning with the 2000-2001 school year. Participation in LEAP Alternate Assessment Level 1 is an IEP team* decision using the LEAP Alternate Assessment Level 1 (LAA1) Participation

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Criteria. LEAP Alternate Assessment Level 1 (LAA1) pupils will be promoted from one level to the next level if they meet the following criteria:

- ◆ ***Pupil has met the District's attendance requirements according to Bulletin 741. ****
- ◆ Pupil has achieved at least 70% of the current IEP goals.
- ◆ Transition planning, if noted on the IEP, has been addressed by the pupil and documented by the teacher.
- ◆ Pupil has participated in LEAP Alternate Assessment Level 1 (LAA1) (beginning with the 2000-2001 school year.)

Pupils participating in LEAP Alternate Assessment Level 1 will receive a Certificate of Achievement when they exit the school system if all criteria for a Certificate of Achievement are met.

✍️Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment Level 2 (LAA2)

Pupils who do not have significant cognitive impairments, whose IEPs indicate they have met the criteria to participate in alternate testing in the regular testing program, must participate in LEAP Alternate Assessment Level 2 (LAA2) beginning with the 2005-2006 school year for grade 4, 8, 10 and 11 and for grades 4 – 11 thereafter. Participation in LEAP Alternate Assessment Level 2 is an IEP team* decision using the LEAP Alternate Assessment Level 2 (LAA2) Participation Criteria. LEAP Alternate Assessment Level 2 pupils will be promoted from one level to the next level if they meet the following criteria:

- ◆ ***Pupil has met the District's attendance requirements according to Bulletin 741. ****
- ◆ Pupil has achieved at least 70% of the current IEP goals.
- ◆ Transition planning, if noted on the IEP, has been addressed by the pupil and documented by the teacher.
- ◆ Pupil has participated in LEAP Alternate Assessment Level 2 (beginning with the 2005-2006 school year for grade 4, 8, 10 and 11 and for grades 4 – 11 thereafter.)

📖ESL K – 8

English as a Second Language will be offered as a part of the English Language Arts block and it may also be offered in other additional courses. English as a Second Language will be taught by the ESL teacher using the English Language Development Standards and Benchmarks which are aligned to the Louisiana Comprehensive Curriculum and linked to the state's Standards for English Language Arts, Mathematics, Science, and Social Studies.*

* – State-mandated

✍️ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

*The LEP pupil who cannot sufficiently comprehend English should not be assigned failing grades in language-dependent courses. Grades will be assigned on the basis of cooperation, effort, participation in activities and completion of classroom assignments to the degree that language proficiency allows. A description will be added behind the grade (ex. “B – LEP”). The term “language barrier” is not appropriate. If the LEP pupil is able to perform the skills in a particular subject, the grade will be based on achievement according to the regular grading system. **

📖 LEP STUDENTS MEETING THE REQUIREMENT FOR ENGLISH PROFICIENCY

Only those students who meet the requirements of “English Proficiency” as defined by the Louisiana State Department of Education (LDE) will be allowed to exit the English as A Second Language (ESL) Program.*

- ◆ All LEP students shall take the English Language Development Assessment (ELDA) annually, as well as, the appropriate State assessment for the student’s enrolled grade.*

- ◆ Must score for one year at Full English Proficiency Level (Level V) on all components of the ELDA. Making progress in learning English will be demonstrated by a student who moves to a higher level of English proficiency as indicated by the annual assessment of English language proficiency using the English Language Development Assessment (ELDA).*

Promotional Subjects/Evaluation Of Performance K – 8

Evaluation of performance in each subject area includes the pupil's daily classroom performance, homework, teacher observation, checklists, inventories, portfolios, students’ self-assessments, authentic assessments, rubrics and referral decisions as linked to criterion/norm-referenced tests and performance on standard district quarterly tests, mid-term exams and cumulative final examinations in grades 1-8 of required content standards and benchmarks and grade level expectations in state and local curriculum.

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Grade Calculation Rubric

Homework	10%
Participation	5%
Formative Assessment	45%
Summative Assessment (see appendix A)	20%
Quarterly Assessment (see appendix A)	20%

Progress Reports

All students must receive quarterly progress report forms. Progress reports must be issued halfway through each marking period (i.e., mid quarter). A *Student Study Educational Plan (Appendix C)* must be completed by the teacher of record submitted to the SATeam and signed by the parent for any student in danger of failing by the second week of the third quarter.

Examinations

Examinations are required during each quarter/ marking period in grades 1-8. Examinations will contain questions based upon the subject matter taught during the particular quarter/marketing period and address required course skills as listed in state content standards, local standards-based curriculum, and GLEs.

Quarterly Assessment/Test: Grades 1 – 8

In grades 1-8, appropriate quarterly assessments/tests are required in promotional subjects. In the middle grades, quarterly assessments are required in physical education and electives, as well. Students take quarterly tests on grade level.

Composite Quarterly Grades: Grades 1 – 8

The composite quarterly grade for a pupil in grades 1-8 is determined by the following method: all work other than the quarterly assessment/test counts for 4/5 or 80% of the total grade while the quarterly assessment/test counts for 1/5 or 20% of the total grade.

Special Education: Report Cards/Grading Procedures

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. * Grades must reflect the functioning level at which the grades were given. Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

ATTENDANCE

BESE policy states that students are expected to be in attendance every student activity day scheduled by the LEA (Bulletin 741: 1.055.01 (page 46). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 81 days 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." (1.055.03). With this in mind, students who are enrolled in a school district and expected to return at the start of the school year should be enrolled on the first day and given absences until they show up.

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the school board. In order to be eligible to receive grades earned to determine promotion or non-promotion, pupils in grades K-12 shall be present a minimum of 160 days per year. *

In schools with 7 or 8 periods using an A/B or modified A/B schedule, the block period in an A/B or modified A/B is counted as two days. A one day absence in this block shall be recorded as two days.

Exception may be made only in the event of extended personal illness, verified by a physician. To obtain a waiver for excessive absences, a pupil shall appeal to the School-Site Attendance Committee. Appeals shall be handled by the Parish Supervisor of Child Welfare and Attendance (in Orleans Parish School Board, the Specialist for Student Support Services).

According to the Louisiana Department of Education (LDE), the official documents for recording attendance are form 27 and teacher's roll book.

Students, who are enrolled in an Orleans Parish School (OPS) site the previous year, shall have attendance begin to be recorded on the first day of school during the new school year. A student, who was enrolled in an OPS site last year and does not attend school until after Labor Day, will be marked absent each day prior to the first day the student attends.

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Attendance Symbols

Attendance is to be recorded in the official document of record, the classroom teacher's roll book. The following symbols shall be used to mark attendance:

- I = absent
- — = present
- W = withdraw
- S = suspended
- Ex = excused

Absenteeism

Following a student's third absence, it shall be the responsibility of the teacher of record in grades K-3 or the homeroom teacher in grades 4-6 to contact the parent/guardian to inquire about the nature of the absence and remind parents of the district's attendance policy. Information acquired during the conversation with the parent is to be documented in the student's official attendance record. After the fifth absence, the matter will be referred to the school social worker by the homeroom teacher. The school nurse will follow up on medical reasons cited for absences. Upon returning to school following an absence, the student must be accompanied by written explanation for the absence from the parent/guardian or doctor. Students with an excused absence are entitled to make up work within two weeks of their return to school.

Students Exonerated & Returning from Expulsion

If the student is exonerated from all charges processed by the hearing office, the students may be allowed to make up work within two weeks of the return. The home school provides the make-up work. At the point of recommendation for expulsion, work will be provided on a weekly basis, as planned for in the due process hearing. A plan for completion, pick up and return of work will be developed with the student and the parent at the due process hearing. Documentation of plan, assignments, and completed work must be maintained at the school site.

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Promotion/Placement Criteria for Grades 9 - 12

Use of Multiple Criteria for Promotion in Grades 9 – 12

Promotion from one grade to the next is based upon the multiple criteria listed below.

1. Performance in Required Courses of Study (pp. 20 – 30, 33 – 39)
2. **Attendance for a minimum of 81 days per semester in grades 9 – 12***

 **No LEP pupil shall fail coursework solely on lack of English proficiency or the inability to read, write, and speak English with native-like fluency. ***

Grade Placement 9 – 12

*The McKinney-Vento Act, requires all school districts, ensured by the LEA's homeless liaison and in conjunction with school personnel and other agencies, to identify students in homeless situations.**

Students in homeless situation have the right to:

- ◆ **go to school, no matter where they live or how long they have lived there;***
- ◆ **get help enrolling and succeeding in school from the school district's liaison for the Education of Homeless Children and Youth;***
- ◆ **stay in the school they went to before becoming homeless or what ever school they were enrolled in last (called "school of origin"), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless. Students can also finish the school year in their school if they find permanent housing during the year; and ***
- ◆ **get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.**

Orleans Parish School shall provide the Louisiana Statewide Student Survey Residency Questionnaire Form, appendix R, to all students upon enrollment. Questionnaires that may indicate homelessness shall be sent to the Homeless Liaison for final determination of homeless status and if the status is affirmed, the Homeless Liaison shall begin the processes of provision of referrals and other assistance. In the instance when a student may be identified as an unaccompanied youth, the Louisiana Statewide Student Survey Residency Questionnaire Form will be provided surveying peers, involving the school site social worker, and outreach will be provided to areas where students who are out of school might congregate.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

LOUISIANA HIGH SCHOOL DIPLOMA ENDORSEMENTS <i>For Freshmen of School Year 2003-2004 thru 2007-2008</i>		
<i>Standard Diploma</i>	<i>Career/Technical Endorsement</i>	<i>Academic Endorsement</i>
Core Courses		
<p style="text-align: center;"><i>Current Program of Studies</i></p> <p>4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE 8 Optional Electives</p>	<p style="text-align: center;"><i>TOPS Opportunity</i></p> <p>4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 1 Unit of computer-related elective required by Career Options Law 4 Optional Electives</p>	<p style="text-align: center;"><i>TOPS TECH</i></p> <p>4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE Option 1 (4 credits) OR Option 2 (6 credits)</p>
		<p style="text-align: center;"><i>TOPS Opportunity/Graduation Requirements + 1 Core Course*</i></p> <p>4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies *1 additional unit Math, Science, or Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language ½ Unit of computer-related elective required by Career Options Law 3 ½ Optional Electives</p>
High School Concentration		
Not Required	Student must complete four elective credits in an area of concentration and two related elective credits. The areas of concentration shall be developed locally by a district Curriculum Design Team and approved by BESE	Students satisfy this requirement by completing the Core Courses listed above. Students may also choose to complete four elective credits in an area of concentration and two related elective credits including a computer-related course
GEE 21		
Pass English and math components plus pass either Science or Social Studies component with a score of Approaching Basic	Pass all four components with a score of Approaching Basic	Pass all four components with a score of Basic or above OR one of the following combinations with the English Language Arts score at Basic or above: <ul style="list-style-type: none"> • 1 Approaching Basic, 1 Mastery or Advanced, Basic or above in the remaining two • 2 Approaching Basic, 2 Mastery or above
GPA/ACT		
No ACT required	TOPS Opportunity/TOPS TECH GPA & ACT Requirements	TOPS Opportunity GPA ACT of 23
Other Performance Indicators		
None	• BESE-approved Industry-	Senior Project OR
<p>* – State-mandated</p> <p> - denotes applications to Special Education</p> <p> - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)</p> <p> - Items within a text box are new to the plan</p>		

LOCAL OPTIONS Section III

	based certification; OR 3 Carnegie credits in a Career Technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having such hours; AND <ul style="list-style-type: none"> • A minimum of 90 work hours of work-based learning experience 	1 Carnegie unit in an AP course with a score of 3 or higher on the AP exam OR 1 Carnegie unit in an Industry Based (IB) course with a score of 4 or higher on the exam OR 3 College hours of non-remedial, articulated credit in core area (Mathematics, Social Studies, Science, Foreign Language, or English Language Arts)
--	---	---

LOUISIANA TUITION OPPORTUNITY FOR STUDENTS (LTOPS)

Students must meet the following curriculum:

THE 17 CORE CURRICULUM

ENGLISH	English I, II, III, IV	4 units
MATHEMATICS	Algebra I and II; Geometry, Trigonometry, Calculus or comparable Advanced Math	2 units 1 unit
SCIENCE	Biology Chemistry Earth Science, Environmental Science, Biology II, Physical Science, Chemistry II, Physics, Physics II, or Physics of Technology	1 unit 1 unit 1 unit
SOCIAL STUDIES	American History, Western Civilization, World History or World Geography	1 unit
CIVICS/FREE ENTERPRISE	Civics and Free Enterprise OR Civics (non-public)	½ unit and ½ unit OR 1 unit
FINE ARTS SURVEY	or substitute two units of performance courses in music, dance or theater, or substitute two units of studio art courses, or substitute one unit as an elective from among the other subjects listed in the core curriculum	1 unit
FOREIGN LANGUAGE	(Must be the same language)	2 units
COMPUTER	Computer Science, Computer Literacy, or Business Computer Applications (or substitute at least ½ unit or elective course related to computers approved by the State or ½ unit as an elective from among the other subjects listed in this core curriculum)	1 unit

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

AWARDS

OPPORTUNITY AWARD	PERFORMANCE AWARD	HONORS AWARD
2.30 end of first academic year 2.50 end of all other academic years Maintain steady academic progress end of all other terms (2.00 Cumulative GPA)	3.00 end of each academic year Maintain steady academic progress end of all other terms (2.00 Cumulative GPA)	3.00 end of each academic year Maintain steady academic progress end of all other terms (2.00 Cumulative GPA)
Maintain continuous full-time enrollment, earn 24 hours or more each academic year or that required to maintain full-time standing or graduate	Maintain continuous full-time enrollment, earn 24 hours or more each academic year or that required to maintain full-time standing or graduate	Maintain continuous full-time enrollment, earn 24 hours or more each academic year or that required to maintain full-time standing or graduate
Yes	Yes, but reinstated as an Opportunity Award	Yes, but reinstated as an Opportunity Award
4 years or 8 semesters	4 years or 8 semesters	4 years or 8 semesters

TOPS TECH CORE CURRICULA

<u>UNITS</u>	<u>COURSES</u>
3	English I, II and III
1	English IV or Business English
1	Algebra I or Algebra I part 1 and 2 (two units); or Applied Mathematics I and II (two units)
2	Geometry, Applied Mathematics III, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Discrete Mathematics, or Probability and Statistics
1	Biology
1	Chemistry or Applied Chemistry
1	Earth Science, Environmental Science, Physical Science, Integrated Science, Biology II, Chemistry II, Physics, Physics II, or Physics for Technology
1	American History
1	World History, Western Civilization or World Geography
1	Civics and Free Enterprise (one unit combined) or Civics (one unit non-public)
Remaining courses must be selected from one of the two following options:	
Option I	
1	Fine Arts Survey (or substitute two units of performance courses in music, dance, or theatre; or two units of visual art; or two units of studio art; or a career/technical studies course approved by BESE; or substitute one unit of an elective from among the other subjects listed in this core curriculum)
1	Foreign Language, Technical Writing, Speech I or Speech II
1	Computer education program of studies approved by BESE
17	Total Core Curriculum Units
OR	
4	A career major comprised of a sequence of related specialty courses and approved for the school
1	Related or technical fields course
1	Basic Computer course
19	Total Core Curriculum Units

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

“TOPS TECH AWARD”

STANDARD ELIGIBILITY REQUIREMENTS	TECH AWARD
High School Grade Point Average (GPA)	2.50 (GPA computed on core courses only)
TECH Core units	Option 1 – 17 Core Units Option 2 – 19 Core Units
ACT Composite Score(or SAT Equivalent)	17 or higher
Must Accept Award	As a first-time freshman, by the first semester following the first anniversary of high school graduation
Eligibility Institutions	Louisiana technical college campuses and other public postsecondary or LAICU schools that provide skill or occupational training
Maximum Award at Public Schools That Do Not Offer a Baccalaureate Degree	An amount that equals tuition
Maximum Award at Public Schools That Offer Baccalaureate Degrees and at LAICU Institutions	The average of award paid to students attending public schools that do not offer a baccalaureate degree
ALTERNATIVE ELIGIBILITY REQUIREMENTS	
RENEWAL REQUIREMENTS	TECH AWARD
Cumulative GPA	2.50 end of academic year Maintain steady academic progress end of all other terms (2.00 Cumulative GPA)
Hours Earned Per Academic Year	Maintain continuous full-time enrolment, earn 24 hours or more each academic year or that required to maintain full-time standing or graduate
Award Reinstated Upon Recovery of Required GPA	Yes
Award Limits	2 years

Progress Reports

All students must receive quarterly progress report forms. Progress reports must be issued halfway through each marking period (i.e., mid quarter). A *Student Study Educational Plan (Appendix C)* must be completed by the teacher of record submitted to the SATeam and signed by the parent for any student in danger of failing by the second week of the third quarter.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Special Education*

All special education pupils must have access to the general education curriculum. IEP goals and objectives must indicate access to the general education curriculum standards/benchmarks.

Note: Students participating in LEAP Alternate Assessment Level 1 (LAA1) will address curriculum standards only, not benchmarks or GLEs.

Students participating in LEAP Alternate Assessment Level 2 (LAA2) will address curriculum standards, benchmarks and GLEs.

Every effort must be made to accommodate special education pupils in general education settings. Special Education pupils may be pulled out of general education settings and provided instruction in special education settings only when the goals/objectives and services outlined on the IEP cannot be implemented in general education settings.

Various methods and teaching strategies will be utilized in meeting educational needs of special education pupils. The methods used will depend on the learning styles of the pupils.

Pupils may be enrolled in a general course with a general or special education teacher but may take longer than a school session to complete requirements of study and earn a Carnegie unit credit.

The pupil-teacher ratio and instructional time requirements shall be in accordance with the standards established in SDE Bulletin 741, revised and Part B of Bulletin 1706, Regulations for Implementation of Act 754 of the 1977 Legislature and as revised by BESE July 1, 2000.

Electives

*A variety of courses (see SDE Bulletin 741 and OPSB Catalog of Courses) may be chosen as electives from the Program of Offerings of the Orleans Parish School Board in the required subject areas and in the purely elective areas. **

Prerequisites

Placement in academic courses and electives is contingent upon pupil attainment of prerequisite standards related to performance in skill areas.

ESL: 9 – 12

English as a Second Language will be offered as part of English Language Arts and may be offered in other additional courses, English, as a Second Language will be taught by the ESL teacher, using the English Language Development Standards and Benchmarks which are aligned to the

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

*Louisiana Comprehensive Curriculum and linked to the state's Standards for English Language Arts, Mathematics, Science, and Social Studies.**

Program of Studies for ESL Students

Grades 9 - 12

STUDENTS REQUIRING 3 HOURS OF ESL

Entry in the 9th Grade:

9th Grade 3 hrs. ESL Students	10th Grade 2 hrs. ESL Students	11th Grade 1 hr. ESL Students	12th Grade Monitored
English I (SL) Reading I (SL) ESL I P.E. I or ROTC (Spanish II Hisp. Vietnamese I (E) Art I, Music Food I/Nutrition) Algebra I	Reading II (SL) ESL II World Geography P. E. II (Spanish III Hisp. Vietnamese I (E) Art, Music, Family & Consumer Science, typing, others) Algebra I Geometry	English II ESL III American History Comp. Literacy/ Study Skills Earth Science Geometry Algebra II Or (7)	English III English IV or Business English Civics Free Enterprise Biology Science (7) Algebra II

Entry in the 10th Grade:

10th Grade 3 hrs. ESL Students	11th Grade 2 hrs. ESL Students	12th Grade 1 hr. ESL Students	Extend. Yr. For Grad. - monitored
English I (SL) Reading I (SL) ESL I P.E. or ROTC (Spanish II Hisp. Vietnamese I (E) Art, Music, Food I/Nutrition Algebra I	English II (SL) ESL II World Geography P. E. II (Spanish II Hisp. Vietnamese I (E) Art, Music, Family & Consumer Science, Typing, others) Algebra I or Geometry	English III ESL III Comp. Literacy/ Study Skills American History Earth Science Algebra II or Geometry	English III English IV/Business English Civics/Free Enterprise Biology Science Algebra II or Elective

Entry in the 11th Grade:

11th Grade 3 hrs. ESL Students	12th Grade 2 hrs. ESL Students	Extend. Yr. For Grad. - monitored
English I (SL) Reading I (SL) ESL I P.E. I or ROTC	English II ESL II P. E. II (Spanish III Hisp.	English III ESL III English IV/Business

* - *State-mandated*
 ✍ - denotes applications to Special Education
 📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)
 ☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Art I
(Spanish II Hisp.
Vietnamese I (E)
World Geog. Others)

Vietnamese I (E)
Science (7) others)
American History
Math (7)

English
Civics/Free
Enterprise
Math (7)
Science (7)
Computer Literacy
(7)

STUDENTS REQUIRING 2 HOURS OF ESL

Entry in the 9th Grade:
9th Grade
2hrs. ESL Students

English I (SL)
ESL II
P.E. I or ROTC
(Spanish II Hisp.
Vietnamese I (E)
Art, Music, Food
I/Nutrition, typing,
others)
Algebra I
World Geography

10th Grade
1 hr. ESL Students

English II
ESL III
P. E. II
(Spanish III Hisp.
Vietnamese I (E),
Reading in the
content area, Art,
Music, Typing,
others)
Geometry
Earth Science

11th Grade
Monitored

English III
Comp. Literacy/
Study Skills
(Elective)
Algebra II
Biology
American History

12th Grade

English IV/
Business English
Civics/Free
Enterprise
Science (7)
(Elective)
(Elective)
(Elective)

Entry in the 10th Grade:

10th Grade
2 hrs. ESL Students

English I (SL)
ESL II
P.E. or ROTC
(Spanish II Hisp.
Vietnamese I (E)
Art, Music, Family &
Consumer Science,
typing, others)
Algebra I
World geography

11th Grade
1 hr. ESL Students

English II
ESL III
(Spanish III Hisp.)
Reading in content
area, Art, Music,
Typing, Foreign
Language, others)
Geometry
Earth Science

12th Grade
monitored

English III
English
IV/Business
English
Biology
Algebra II
Science (7)
P. E. II

Extend. Yr. For
Graduating

Civics/Free
Enterprise
Computer

Entry in the 11th Grade:

11th Grade
2 hrs. ESL Students

English I (SL)
ESL II
P.E. I or ROTC
(Spanish II Hisp.

12th Grade
1 hr. ESL Students

English II
ESL III
P. E. II
(Spanish III Hisp.

Extend. Yr. For
Grad. - monitored

English II
English
IV/Business
English

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Vietnamese I (E)
Art, Music, Food
I/Nutrition, Clothing I,
Family & Consumer
Science, Typing, others)
Math (7)
World Geography

Vietnamese I (E)
Reading in the
content area, Art,
Music, Typing,
others)
American History
Math

Civics/Free Enterpris
Science (7)
Computer Literacy
(7)
Math (7)

STUDENTS REQUIRING 1 HOUR OF ESL

Entry in the 9th Grade:
9th Grade
1 hr. ESL Students

English I
ESL III
P.E. I or ROTC
(Spanish II Hisp.
Vietnamese I (E)
Reading in the Content
Area, Art, Music,
Typing,
Others)
Algebra I
World Geography

10th Grade
Monitored

English II
Earth Science
P. E. II
(Spanish III Hisp.
Vietnamese I (E)
Reading in Content
Area, Art, Music,
Typing, others)
Geometry
Civics/Study Skills

11th Grade

English III
Biology
Computer Literacy/
Free Enterprise
(Elective)
Algebra II
American History

12th Grade

English
IV/Business
English
Science (7)
(Elective)
(Elective)
(Elective)
(Elective)

Entry in the 10th Grade:

10th Grade
1 hr. ESL Students

English I
ESL III
P.E. or ROTC
(Spanish II Hisp.
Vietnamese I (E)
Art, Music, Typing,
others)
Algebra I
World Geography

11th Grade
Monitored

English II
Earth Science
P. E. II
(Spanish III Hisp.
Vietnamese I (E)
Typing, Computer
Literacy, Reading
in Content Area,
other)
Geometry
American History

12th Grade

English III
English
IV/Business
English
Biology
Algebra II
Science (7)
Civics/Free
Enterprise

Summer School

Computer Literacy




Entry in the 11th Grade:

11th Grade
1 hr. ESL Students

English I
English II

12th Grade
Monitored

English III
English IV/

* - State-mandated
 - denotes applications to Special Education
 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)
 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

ESL III
Vietnamese I
Math (7)
American History
World Geography

Business English
Vietnamese I (E)
Science (7)
Math (7)
Civics/Free
Enterprise
Computer Literacy
(7)

The high school course plan for ESL students is designed to:

- ◆ Place students for the first two years in courses that would assist in language development, but would not be language dependent, and
- ◆ Provide a better opportunity for the student to earn credits toward graduation. Students may receive credit for each course taken.

The student's schedule will depend upon transcripts of credits from the home country (if available) English oral, reading and writing proficiency and the grade of entry. A student is exited from ESL classes based on oral, reading and writing English proficiency, passing grades after being successfully mainstreamed for one year and upon recommendation of teachers. A parent of student may refuse Bilingual/ESL services by completing the required form in writing. The school is required to provide communication in the home language whenever possible. The assistance of bilingual personnel should be utilized for parent/student/teacher conferences at the school.

✍ Orleans Parish School Board
Exceptional Children's Services
Course of Study for Special Education Students
Senior High – Grades 9 – 12

DIPLOMA TRACK

4 Units of English
3 Units of Math
3 Units of Science
3 Units of Social Studies
2 Units of Health and P.E. or Adaptive P.E.
8 Units of Electives: Choose from any General Education Electives
or
Special Education Electives: Study Skills, Transition

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

High School Schedules (Configuration Changes)

Beginning with the 2002-2003 school year and thereafter; any requests by principals for changing schedule configurations at school sites must be made in written form, along with all justification(s), and forwarded to the Superintendent for review and/or approval.

Graduation Requirements & Areas of Concentration

College Preparatory Program of Studies

Along with the school's guidance counselor, the student and the parent will select the appropriate program of studies for the Five Year Plan to meet all graduation requirements including the completion of the required portions of the Graduate Exit Exam and Career Technical Certifications related to Areas of Concentration. All students will be required to take 4 years of all core subject area courses.

Placement Procedures

Placement and progress of students regarding instruction are the responsibility of the teacher, school site administrators, and counseling staff directly involved with the students. The final decision regarding placement is determined by the principal. Promotion and retention guidelines at the high school level are as follows:

- a) High school students' progress toward graduation is based on the number of Carnegie units received. Courses are scheduled based on the state graduation requirements as outlined by BESE.
- b) Upon entrance into high school, students are assigned a graduation year. Graduation requirements that are in effect at the time of entrance apply for the student's entire high school years.
- c) ***If a student is promoted to grade 9 with a score of unsatisfactory in ELA or math of the grade 8 LEAP test, the student must be scheduled into a high school remedial course where the unsatisfactory score resides: English course, 11011 or math course, 22010 for the entire school year; and may not be scheduled into any other English or math course for Carnegie credit.***
- d) Ninth (9th) grade students will enter the Freshman Academy and remain with their class for activities and related courses during their freshmen year. A student will remain a freshman until they have earned enough Carnegie units to become a sophomore. Note, the number of units the student earned will determine course assignments beyond the freshman year.

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS Section III

- e) To meet the state requirements for graduation at any Orleans Parish School, a students will be classified at the beginning of the school year for the entire year as follows:

Seven Period Day

<u>Classification</u>	<u>Grade Level</u>	<u>Current Sophomores, Juniors and Seniors</u>	<u>Current Freshmen</u>
		<u>Earned Carnegie Units</u>	<u>Earned Carnegie Units</u>
Freshman	9	0 - 4.5	0 - 5
Sophomore	10	5 - 9 .5	5.5 – 10
Junior	11	10 - 15 .5	10.5 – 16
Senior	12	16 - 23	16.5 - 24

CURRENT GRADES 10, 11, &12 - Interpreting the scale, the pupil must complete 4.5 units to become classified as a tenth grader; 9.5 units to become an eleventh grader; and 15.5 units to become a twelfth grader.

CURRENT GRADE 9 - Interpreting the scale, the pupil must complete 5 units to become classified as a tenth grader; 10 units to become an eleventh grader; and 16 units to become a twelfth grader.

Student completing the course of studies which yields the minimum number of Carnegie unit accrual will have earned the standard Louisiana State Diploma.

Eighth Period Day

<u>Classification</u>	<u>Grade Level</u>	<u>Current Sophomores, Juniors and Seniors</u>	<u>Current Freshmen</u>
		<u>Earned Carnegie Units</u>	<u>Earned Carnegie Units</u>
Freshman	9	0 - 6	0 – 6.5
Sophomore	10	7 - 12	7 – 12.5
Junior	11	13 - 18	13 – 18.5
Senior	12	19 & above	19 & above

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS Section III

CURRENT GRADES 10, 11, &12 - Interpreting the scale, the pupil must complete 6 units to become classified as a tenth grader; 12 units to become an eleventh grader; and 18 units to become a twelfth grader.

CURRENT GRADES 9 - Interpreting the scale, the pupil must complete 6.5 units to become classified as a tenth grader; 12.5 units to become an eleventh grader; and 18.5 units to become a twelfth grader.

- f) To meet the College Prep requirements for graduation at any Orleans Parish School, a students will be classified at the beginning of the school year for the entire year as follows:

<u>Classification</u>	<u>Grade Level</u>	<u>FOR ALL GRADES</u> <u>Earned Carnegie Units</u>
Freshman	9	0 - 6
Sophomore	10	7 - 14
Junior	11	15 - 21
Senior	12	22 - 28

Student completing the course of studies within the college prep track will have earned both the standard Louisiana State Diploma and the district/school seal where the accrual of units was completed. If a student enrolls in an Orleans Parish School that has a mandated program of studies upon admission, the student must comply with the school's required accrual of courses.

Senior High School Graduation Requirements

The Orleans Parish School Board has established the following requirements, which must be met before a pupil may be granted a high school diploma. The requirements relate to time and academic requirements. The requirements are consistent with the following:

The philosophy of the Orleans Parish School Board, and

The regulations and criteria of the Louisiana State Department of Education. *

* - *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Requirements

Pupils must earn a minimum of twenty-three (23) credits in order to be considered eligible for graduation from a senior high school. Beginning with the freshmen of 2008-2009 and beyond, students must earn twenty-four (24) credits. In most cases pupils accrue 23 credits over a period of four years. Similarly, accrual of the 24 credits is usually acquired over a period of four years. A full year course of instructional minutes is defined by Bulletin 741 as 63,720 minutes for schools with seven-period and eight-period day or modified day schedules, the above definitions from Bulletin 741 apply. * Grades will be accrued each semester. Students, who are enrolled in a full credit course, may earn ½ credits at the end of the first and second semesters. In addition, the student must acquire a passing grade for each of the subject taken in the second and fourth quarter. If the course is a half credit course the student must acquire a passing grade for the ending quarter of the course. Students are required to score at or above the approaching basic level in English Language Arts and mathematics and science or social studies of GEE*

Report cards shall be issued to parents four times a school year: first quarter, first semester, third quarter, second semester, hereby referred to as marking periods. Progress/Deficiency Reports shall be issued halfway through each quarter. Student Study Educational Plans must be completed by the end of the second quarter for any student who is in danger of failing.

The high school diploma is a document representing the successful completion of planned experiences, which have extended over twelve or more years of a pupil's life. The school administrator determines that pupils have met the prescribed competencies for their areas of academic pursuits.

The School Board recognizes the need to provide alternative opportunities for pupils with deficiencies. They may need programs beyond the scope of the usual high school offerings. According to LDE requirements and the OPSB policy, appropriate credit is awarded for programs designed for these pupils. These programs include but are not limited to alternative settings such as Juvenile Alternative Program, special education, system-approved correspondence or extension programs, summer school, credit recovery, work based learning programs, advanced placement programs, concurrent/dual enrollment programs with area colleges, or other programs approved by the Superintendent of Schools, the Louisiana State Department of Education, and when appropriate, the Louisiana Board of Elementary and Secondary Education.

* – State-mandated


 - denotes applications to Special Education


 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)


 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

 For special education pupils who are experiencing significant difficulties, the IEP committee should be convened to re-examine the appropriateness of that pupil's present educational program, including strategies, supports, and accommodations.

 Pupils in special education may take longer than four (4) years to earn the Carnegie units required for graduation. It is the school system's responsibility to extend offerings through 21 years of age for special education pupils with disabilities.

 Exceptional pupils will be awarded general high school diplomas upon completion of the required courses of instruction and upon attainment of needed Carnegie units of credit and performance on the LEAP graduation test. ***Meeting both course and Carnegie unit requirements may involve an extended time allotment for completion.*** *

Graduate Exit Exam Waiver for Students with Disabilities*

A waiver request shall be submitted by the LEA to the Louisiana Department of Education on behalf of a student who has:

- ❖ tested each opportunity offered as a retesters and continues to be unsuccessful in passing one of the required portions of GEE***
- ❖ met all graduation requirements***
- ❖ documented evidence of participation in remediation***
- ❖ documentation of the disabilities' impact on the student's ability to pass the assessment.***

 The parents of these exceptional pupils must be informed that pupils may take a longer period of time to earn the Carnegie units needed to graduate from high school.

Special Education Pupils Earning Carnegie Units

Special education pupils shall be afforded the following options to earn Carnegie units:

Pupils may be enrolled in a general course with a general teacher. They must meet the same course requirements as general pupils. Special modifications/accommodations with regard to time, methods of instruction, and materials, if needed, will be implemented.

Modifications/accommodations may include, but are not limited to, Braille or large type materials, in-class translators, tape recorders for note taking and test taking, preferential seating, etc. All modifications/accommodations must be indicated on the IEP. The appropriate special education teacher and/or site administrator will

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

ensure that the general education teacher provides these modifications/accommodations in the general education classroom. Pupils may be enrolled in a course taught by a special education teacher using the same course description/curriculum guide used by the general education teacher. Pupils will be required to meet the same standards (course content, skills, and hours of instruction) and pass the same tests as general pupils enrolled in the regular course. The general teacher will award Carnegie unit credit. Special modifications/accommodations as stated in the IEP with regard to time, method of instruction, and materials, if needed, will be implemented. Pupils may be enrolled in a course taught by a special education teacher certified in a specific area and receive Carnegie units from that teacher. Pupils will be required to meet the same standards as general pupils enrolled in a general course. Carnegie unit credit will be awarded by the subject matter certified special education teacher.

Provisional Eligibility Criteria for a Certificate of Achievement for Special Education Pupils

*Eligible pupils are those: **

- ◆ *who are disabled under the criteria in the LDE Pupil Appraisal Handbook, **
- ◆ *who were in an Alternative to Regular Placement (ARP) program during the 1997-1998 school year as documented in the IEP,*
- ◆ *who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-1999 school year,*
- ◆ *whose IEP team determined would not be eligible to participate in alternate assessment.*

Eligible Pupils must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:

- a) *The pupil has participated in general District and statewide assessments including all components of the Graduation Exit Exam (GEE). **

If the pupil has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.

If the pupil will not retake that component of the GEE, GEE remediation will not be provided.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

If the pupil will retake that component of the GEE, the pupil will be provided with GEE remediation.

- b) The pupil has completed at least 12 years of school or has reached the age of 22 (not to include pupils younger than 16).
- c) *The pupil has met attendance requirements according to Bulletin 741. ****
- d) Transition planning has been completed and documented.
- e) A body of evidence exists to document that the pupil 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.
- f) A body of evidence exists to document that the pupil has developed vocational competencies.

NOTE: 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. *

Unit Credit

In grades 9 – 12, pupils earn Carnegie units (upon successful completion of the course) at the rate of unit credit assigned or approved by the Louisiana State Department of Education. To be eligible to earn the unit of credit, the pupil must meet the minimum satisfactory performance level and 7 or 8 period schedule schools shall have 162 days as prescribed by the Louisiana State Department of Education in Bulletin 741. *

The composite marking period grade for a pupil in grades 9 –12 is determined by the following method:

All work other than the marking period examination counts for no more than 4/5 or 80% of the total grade. The marking period examination counts for no less than 1/5 or 20% of the total grade.

Repeat of Unit Credit

A pupil who has completed a course (1 unit or ½ unit) which earns Carnegie unit credit and who is not satisfied with the grade may elect to repeat the course. A course may be repeated one time. The pupil, in writing, with the parent or guardian's signature, shall make this request to repeat the course to the principal. This request becomes part of the cumulative folder. The school shall

- ◆ review the class loads to see if there is space during the school year, or

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ◆ refer the pupil to summer school with a summer school authorization form for old work.
- ◆ once the course is completed for the second time, a conference will be held with the pupil, parent or guardian, and the counselor.
 - A written statement will be prepared and become part of the cumulative folder. This statement will
 - ◆ indicate both grades,
 - ◆ indicate that the higher of the two grades will remain on the cumulative record sheet,
 - ◆ indicate that the lower grade will be deleted,
 - ◆ contain the signatures of the parent or guardian, pupil, and counselor.

Sequence of Course

Required courses, except for computer courses, and many of the elective courses are to be taken in a sequence prescribed by the counselor.

If a student fails to earn Carnegie credit for a course within a sequence, English and/or Math, the failed content should be scheduled before the next course in the sequence. The only time two courses within the same sequence is to be scheduled during the same semester is if it necessary to schedule a senior. Two new courses within the same course are never to be scheduled within the same semester, only a repeating course and a new course of the same sequence may be scheduled during the same semester.

Special Support

The counselors will encourage pupils entering the ninth grade who need reinforcement to select coursework to strengthen and reinforce their preparation for English I and for Algebra I.

*Special Education Pupils: **

When the final grades are computed, any special education pupil who has not completed the course requirements will receive a progress grade (in lieu of a final grade) but no unit of credit for the course. The regular or the special education teacher will submit the progress grade to the school-based scheduling coordinator indicating the name, ID number, progress grade, and the specific course to be continued for each pupil who has not completed all course requirements.

A statement will be printed on their report cards indicating that the grade reported is a progress grade only.

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Pupils will reenroll in the course during the following summer or fall session and continue until the course requirements have been successfully completed.

LEP Pupils:

*When assigning grades for content courses to LEP pupils, teachers should weigh end-of-semester or end-of-year evaluations more heavily than those at the beginning. Content courses should be sheltered (i.e., simplified by language proficiency level and/or concreteness provided by graphic materials and/or appropriate instructional accommodations). * Evaluation of a pupil's progress shall be made in terms of successful mastery of the skills outlined in the English Language Development Standards and Benchmarks for English proficient pupils (K-12) that are aligned to the State's English Language Arts Standards and linked to the state's mathematics, science and social studies standards and the Louisiana Comprehensive Curriculum/GLEs. These materials should be used in the design of instruction and assessment.*

Evaluation of Foreign Transcripts

The school principal, or a qualified guidance counselor should evaluate international pupil transcripts, and the pupil should be placed in the appropriate grade level based upon credits earned. For example, a pupil who is fifteen years of age or older is placed in the 9th grade or 10th grade, depending on the credits earned. If a pupil has a graduation diploma from his/her country, this pupil should be placed in the 12th grade (senior) and should address additional requirements for a Louisiana high school diploma (i.e., American history, English I-IV, civics, and free enterprise). **LEP pupils will receive instruction in ESL as a part of the language arts time block.** *Appropriate English- as- a- Second Language (ESL) instructional materials and "sheltered- English" materials in other academic areas will be used to correlate with content standards. **Only non- and limited -English proficient pupils are permitted to enroll in ESL courses.***

Accommodations for LEP Exceptional Pupils*

Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change placement. In addition, actual "consent" must be received from a parent before a pre-placement evaluation or initial placement can occur. By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

of parents who are not fluent in English. (i.e., interpreters, official forms in language of parents whenever possible).

Notice of any planned evaluation or change of placement (or decision not to change placement) must “fully inform the parents or guardian in the native language of the parent or guardian, unless it clearly is not feasible to do so, of all procedures available pursuant to this section.” Further, before “consent” to a pre-placement evaluation or initial special education placement can be given, “the parents (must be) fully informed of all information relevant to the activity for which consent is sought in his or her native language.”

The “Individuals with Disabilities Education Act” requires that a school District “take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.”

The State must establish procedures to ensure that testing and evaluation materials and procedures will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures will be provided and administered in the native language or mode of communication of the child, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.

The regulations make clear that this obligation to provide and administer evaluation materials and procedures in the native language of the child is an obligation of both “State and local educational agencies.”

Out-of-State and International Students, who produce a report card from the previous state or country promoting them to grade 9, will be accepted into the district as ninth graders.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated as follows:

- ❖ Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement. In the event an error has been made in

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children's Services), will make the necessary adjustments on the IEP and in the SASI database for special education students.

(This applies to students receiving Exceptional Children's Services only).

- ❖ Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

NOTE: These exceptions do not supercede the LEAP Testing Policy, Revised June 2005 as mandated by BESE.

ATTENDANCE

BESE policy states that students are expected to be in attendance every student activity day scheduled by the LEA (Bulletin 741: 1.055.01 (page 46). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 81 days 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." (1.055.03). With this in mind, students who are enrolled in a school district and expected to return at the start of the school year should be enrolled on the first day and given absences until they show up.

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the school board. In order to be eligible to receive grades earned to determine promotion or non-promotion, pupils in grades K-12 shall be present a minimum of 160 days per year. *

In schools with 7 or 8 periods using an A/B or modified A/B schedule, the block period in an A/B or modified A/B is counted as two days. A one day absence in this block shall be recorded as two days.

Exception may be made only in the event of extended personal illness, verified by a physician. To obtain a waiver for excessive absences, a pupil shall appeal to the School-Site Attendance Committee. Appeals shall be handled by the Parish Supervisor of Child Welfare and Attendance (in Orleans Parish School Board, the Specialist for Student Support Services).

According to the Louisiana Department of Education (LDE), the official documents for recording attendance are form 27 and teacher's roll book.

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Students, who are enrolled in an Orleans Parish School (OPS) site the previous year, shall have attendance begin to be recorded on the first day of school during the new school year. A student, who was enrolled in an OPS site last year and does not attend school until after Labor Day, will be marked absent each day prior to the first day the student attends.

Attendance Symbols

Attendance is to be recorded in the official document of record, the classroom teacher's roll book. The following symbols shall be used to mark attendance:

- I = absent
- — = present
- W = withdraw
- S = suspended
- Ex = excused

Absenteeism

Following a student's third absence, it shall be the responsibility of the teacher of record per content in grades 9-12 to contact the parent/guardian to inquire about the nature of the absence and remind parents of the district's attendance policy. Information acquired during the conversation with the parent is to be documented in the student's official attendance record. After the fifth absence, the matter will be referred to the school social worker by the homeroom teacher. The school nurse will follow up on medical reasons cited for absences. Upon returning to school following an absence, the student must be accompanied by written explanation for the absence from the parent/guardian or doctor. Students with an excused absence are entitled to make up work within two weeks of their return to school.

Students Exonerated & Returning from Expulsion

If the student is exonerated from all charges processed by the hearing office, the students may be allowed to make up work within two weeks of the return. The home school provides the make-up work. At the point of recommendation for expulsion, work will be provided on a weekly basis, as planned for in the due process hearing. A plan for completion, pick up and return of work will be developed with the student and the parent at the due process hearing. Documentation of plan, assignments, and completed work must be maintained at the school site.

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS Section III

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

College Preparatory High Schools may grant ½ unit of credit at the end of each semester for any one unit course that is offered for the entire year.

The semester grade is not the average of the two quarter grades, but the average of all of the appropriately weighted individual grades for the entire semester. Students must pass the second quarter of the course taken in order to pass the semester course. In the event a student fails a course due to failing the second quarter, he/she will be allowed to present their case before the SBLC/SATeam through a due process hearing.

Numerical Score	Alpha Grade Equivalent	Quality Point Equivalent	Quality Point Average
93 - 100	A	4	3.5 - 4.0
85 - 92	B	3	2.5 - 3.49
75 - 84	C	2	1.5 - 2.49
70 - 74	D	1	1.0 - 1.49
0 - 69	F	0	0 - 0.99

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.

Coursework Grading Scale for Grades 1 - 8

Students take the quarterly test on grade level. Individual students' grades and averages are expressed as alphabetical grades.

Numerical grades are converted to alphabetical grades for placement on the official document: Roll Book and the Report Card according to the following scale. Numerical quarter grades are to be averaged to calculate the final grade and then converted to a final alphabetical grade. When session averages are calculated, the following conversion table is used to assign a letter grade to the overall quality point average:

Course Grading Requirements (Middle Grades 7 & 8)

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester, with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the

* - State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

course. In all instances, final examination results shall be counted as 1/5 or 20% of the grade for the reporting period.

Grading Students Identified as Needing Section 504/ADA

Pupils with characteristics of dyslexia who are served in multi-sensory structured language programs follow the same criteria for promotion as all other pupils in the District. Pupils do not have to receive instruction in both the basal and MSL programs. *If a pupil is in a MSL program according to Bulletin 1903, grades are derived from that program in lieu of the basal program.**

Supportive Reading and Mathematics Services: Middle Grades 7 and 8

A pupil who has the need for reading and/or mathematics remediation/intervention due to failure in reading and/or mathematics must be programmed to a supportive reading and/or mathematics course(s) where appropriate, based on need.

Gifted or Talented Pupils

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade level work, regardless of the teacher of instruction. Any above grade level work shall be reported on the Special Education Progress Report form. If the teacher of the gifted is the teacher of a subject area, he/she will determine the grade level grade to be given and report it to the regular education teacher of record for recording on the report card. If both the teacher of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher). Report card grades are not given for talented services in grades Kindergarten through 8. Performance in the talented area is reported on the Special Education Progress Report Form.

Grade Changes

The classroom teacher is the only person authorized to change a student's grade. Grade changes must occur within 20 days of the next semester from when the original grade was issued. ***Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher (R.S. 17:414.2.)**** (See Appendix N, Official Grade Change Form)

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Coursework Grading Scale for Grades 9 – 12

Individual grades and averages are expressed as letter grades. The final grade at the end of the semester in each subject is the average of all of the appropriately weighted grades for the entire semester, but if the second quarter is failed, the course is failed. In the event a student fails a course due to failing the fourth quarter he/she will be allowed to present their case to the SBLC/SATeam through a due process hearing.

Numerical Score	Alpha Grade Equivalent	Quality Point Equivalent	Quality Point Average
93 - 100	A	4	3.5 - 4.0
85 - 92	B	3	2.5 - 3.49
75 - 84	C	2	1.5 - 2.49
70 - 74	D	1	1.0 - 1.49
0 – 69	F	0	0 - 0.99

Advanced Placement Courses

Report card grades earned for advanced placement courses shall be weighted by a factor of 1.12 when cumulative grade point averages are computed, as follows:

Alpha Grade	Cumulative Grade Point Average
A	4.48
B	3.36
C	2.24
D	1.12
F	0

Gifted or Talented Pupils (Grades 9-12)

Report card grades earned for gifted or talented courses by identified gifted or talented pupils in grades 9 through 12 will be weighted by a factor of 1.11 when cumulative grade point averages are computed, as follows:

Alpha Grade	Cumulative Grade Point Average
A	4.44
B	3.33
C	2.22
D	1.11
F	0

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

At the secondary level, letter grades for pupils assigned to gifted classes will be reported by the teacher of the gifted to the teacher of record each 9-week period. If the teacher of the gifted is the teacher of record, he/she will issue the grade. This grade must be recorded on the pupil's report card, along with the teacher's comments based on fulfillment of the IEP objectives.

At the secondary level, the teacher of the talented will report letter grades for pupils assigned to talented classes each 9-week period. If the teacher of the talented is the teacher of record, he/she will issue the grade. This grade must be recorded on the pupil's report card, along with the teacher's comments based on fulfillment of the IEP objectives.

Honors/Academically Enhanced Courses: Grades 9-12

Report card grades earned for honors/academically-enhanced courses shall be weighted by a factor of 1.10 when cumulative grade point averages are computed, as follows:

Alpha Grade	Cumulative Grade Point Average
A	4.40
B	3.30
C	2.20
D	1.10
F	0

Determination of Class Rank

Class rank will be determined by averaging eight (8) semesters of the students' coursework which will include grades earned from grades 9 - 12.

Course Grading Requirements (9 – 12)

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester, with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course. In all instances, final examination results shall be counted as 1/5 or 20% of the grade for the reporting period.

Special Education: Report Cards/Grading Procedures

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. * Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. Progress of pupils with severe/profound disabilities will be documented

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

Special Education: Placement for Pupils Participating in Regular LEAP and Not Eligible for a Certificate of Achievement

Promotion for pupils with disabilities enrolled in grades 9 through 12 shall be based on the following:

- ◆ Pupil meets the District's attendance requirements.
- ◆ Pupil achieves at least 70% of his/her annual goals on current IEP.
- ◆ Transition planning as noted on current IEP Transition Services Form has been addressed.
- ◆ Pupil earns the required number of Carnegie Units **and/or** Special Education 'adjusted' units to meet the required number of units to be classified as a Freshmen, Sophomore, Junior, or Senior. Note: A Special Education 'adjusted' unit is awarded to a student who achieves all of the course competencies for a *special education class*, but is not working on grade level and, therefore, cannot earn a Carnegie Unit.
- ◆ Parents sign a Special Education Exit Options Form (see Appendix B) indicating they understand the Exit Options available to their child, and that if their child does not earn 23 Carnegie Units and pass GEE, he/she will not exit with a High School Diploma, regardless of enrolled grade level.
Note: Students who do not earn 23 Carnegie Units and pass the GEE or receive the **GEE wavier*** will not exit with a High School Diploma. Special Education 'adjusted' units do not count toward the 23 Carnegie Units or 24 Carnegie Units for the incoming freshmen of 2008-2009.

Special Education: Placement for Pupils Participating in Regular LEAP but Eligible for a Certificate of Achievement

Promotion for pupils with disabilities enrolled in grades 9 through 12 shall be based on the following criteria:

- ◆ Pupil meets the District's attendance requirements.
- ◆ Pupil achieves at least 70% of his/her annual goals on current IEP.
- ◆ Transition planning as noted on current IEP Transition Services Form has been addressed.
- ◆ Pupil has at least a "70%" average for the promotional subjects.
- ◆ Pupil has earned at least one Carnegie unit in either a general education or a special education elective, if the student participates in LEAP testing. This does not apply to students participating in LEAP Alternate Assessment Level 1 (LAA1).

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Note: Pupils must earn the required number of Carnegie units and achieve the required GEE scores in order to graduate with a high school diploma.

Note: Questions regarding promotion of special education pupils participating in LEAP Alternate Assessment Level 2 (LAA 2) testing and/or who meet the Provisional Eligibility Criteria for a Certificate of Achievement shall be referred to the SBLC/SATeam, who shall have the authority to make final promotion decisions.

Grade Changes

The classroom teacher is the only person authorized to change a student's grade. Grade changes must occur within 20 days of the next semester from when the original grade was issued. ***Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher (R.S. 17:414.2.)* (See Appendix N, Official Grade Change Form)***

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

SBESE Mandate For Foreign Language Instruction in Elementary Grades 4 – 8*

In 1984, the Louisiana Board of Elementary and Secondary Education mandated that Foreign Language be taught to academically able students in grades four through eight. Guidelines for implementation of this mandate are included in Bulletin 741. Bulletin 741 stipulates that a foreign language be taught for a minimum of 30 minutes daily throughout the entire school year in grades 4 – 6 and in grades 7-8 that foreign language is scheduled for 150 minutes per week throughout the entire school year.*

Elementary Foreign Language Instruction: K - 6

Foreign languages may be offered in grades K - 6 as part of the language arts or the Cultural Arts for 30 minutes per day.

FOREIGN LANGUAGE MODEL

FOREIGN LANGUAGE CURRICULUM

Immersion program models have been initiated in elementary grades at Audubon Montessori Charter, and Hynes Elementary Charter School. In others, from grades 4-6, an articulated continuous program of language skills acquisition and/or maintenance provides daily instruction for one-half hour during the language arts block. In the middle grades, 7 & 8, where foreign language is

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

offered, it is offered for 150 minutes per week at the middle grades and 250 minutes per week at the high schools.

OBJECTIVES

- ❖ To improve the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify.
 - ❖ To enable children to understand and speak a second language within an appropriate cultural context, and to later read and write it.
 - ❖ To expand the English verbal capabilities of children through mastery of word attack skills, auditory discrimination skills, memorization skills, and oral proficiency in a second language.
 - ❖ To broaden the cultural horizons of children by making them aware of different cultures, customs, languages and the world at large.
 - ❖ To stimulate interest among children in the study of languages other than their own and the humanities.
- a. Explain the local definition of the term “grade level” or “on grade level.” OPSB defines “on grade level” as the performance of a student at the accurate age appropriate achievement level.
- b. List the model program sites.
- Bethune Elementary, Franklin Elementary, Mc Main Secondary, Mc Donogh 35 Senior High, Lusher Charter, Lake Forest Charter, Benjamin Franklin High School Charter, Priestley Charter, Einstein Charter, Audubon Montessori Charter and Hynes Elementary Charter Schools
- c. List the designated subject area(s) for foreign language.
French and Spanish

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.

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

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.

The District's procedure is as follows:

- The Accountability office identifies the student who scores at the unsatisfactory level in English or mathematics but who scores at the *Mastery or Advanced* level in the other.
- The student who meets both criteria will have his/her information forwarded to the School Building Level Committee/Student Assistance Team SBLC/(SATeam) for review and recommendation.
- The SBLC/SATeam recommendation will contain 3 to 4 signatures of the members and documented on the 300R form (Appendix E), then placed in the student's cumulative folder.
- The parent shall consent (Appendix I) to the recommendation for promotion, which will be forwarded to the Superintendent or designee (Accountability Services). If the parent does not agree with the SBLC/SATeam recommendation for promotion, the student will repeat the regular grade. It shall be the responsibility of the school to inform the parent of the advantages of the transitional setting for their child.
- The Superintendent or designee will follow the LDE Override Process.
- The grade placement of the student will be determined by the outcome of the override.

The district's Accountability Office will match the data files of each school and a list of students who have participated in both the spring and the summer administrations of LEAP and have attended the summer remediation program offered by the District will be produced. The SBLC/SATeam will use this list in conjunction with the High Stakes Override Parent Consent Form (Appendix I), to make the determination of promotion or retention.

Non-public and Home Schooling Students entering Orleans Parish School Board shall have a district school at the appropriate grade level make decisions regarding granting an override via the SBLC/SATeam.

If a student is promoted to grade 9 with a score of unsatisfactory in ELA or math of the grade 8 LEAP test, the student must be scheduled into a high school remedial course where the unsatisfactory score resides: English course, 11011 or math course, 22010 for the entire school year; and

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

may not be scheduled into any other English or math course for Carnegie credit.

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.

In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. After a student has been retained one time in the fourth grade, the decision to promote or retain will be decided by the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder.

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

In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. After a student has been retained one time in the fourth grade, the decision to promote or retain will be decided by the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder. The student shall be promoted to grade 5.

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.

Appeals Process*

The District, through the Superintendent, must review student eligibility and consider granting an appeal on behalf of individual students, provided that all of the following criteria are met:

- ◆ ***The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for Basic.***
- ◆ ***The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored Approaching Basic on LEAP.***
- ◆ ***The student must have attended the LEAP summer remediation program.***

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ◆ *The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.*
- ◆ *The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.*

The state-mandated attendance regulation for the regular school year requires that a student attend a minimum of 160 days. **During LEAP mandated Summer School, the district must offer 50 hours of remediation per subject (ELA & Math).** OPSB requires that the student must attend a minimum of 90% of the 50 hours per subject, in order to have met the summer attendance requirement.

The District's Accountability Office will match the data files of each school using the five (5) criteria listed above. A list of students who have met all five (5) criteria will be produced. The SBLC/SATeam will use this list in conjunction with the Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to the High Stakes Testing Appeal (Appendix M), to make the determination of promotion or retention.

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics, science and social studies** based on the required level grade level benchmarks.
- ◆ *The pupil will also attend a minimum of 160 days of school. **
- ◆ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.
- ◆ *The principal and the SATeam 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.*

The SBLC/SATeam will sign and attach the Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to a High Stakes Testing Appeal (Appendix J) to the 300R form. This document has the signatures of the principal and the members of the SBLC/SATeam who

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

have reviewed student work samples and attest to the fact that the student has the capability of performing at or above the Basic achievement level.

Non-public and Home Schooling Students entering Orleans Parish School Board shall have the receiving OPSB Elementary School make decisions regarding granting an appeal via the SBLC/SATeam.

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.

Orleans Parish Schools does not offer this option.

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*.

A student may not be promoted to the 9th grade until he/she has scored at or above the Basic level on either the English Language Arts or Mathematics components of 8th grade LEAP and scored at the Approaching Basic achievement level on the other (hereafter referred to as the Basic/Approaching Basic combination). For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP only one time.

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

- ◆ The student may be promoted to the 9th grade, provided that he or she has scored at the ***Approaching Basic*** level on **both** the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.

During LEAP mandated Summer School, the district must offer 50 hours of remediation per subject (ELA & Math). OPSB requires that the

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

student must attend a minimum of 90% of the 50 hours per subject, in order to have met the summer attendance requirement.

- ◆ ***The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test.***
- ◆ In addition to meeting the LDE High Stakes requirements to receive the waiver the student must also:
 - ❖ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **language arts** (oral and written communication, handwriting, and spelling) **mathematics, science and social studies** based on the required grade level benchmarks.*
 - ❖ The pupil shall attain at least a 70% average in the promotional subjects of health and physical education, and the elective combined.
 - ❖ ***The pupil will also attend a minimum of 160 days of school. ****
 - ❖ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.

The District's Accountability Office will match the data files of each school using the three (3) criteria above. A list of students and an individualized student letter of the eligible students who have met all four (4) criteria will be produced and given to the middle grades one week after the summer test results are received by the Accountability Office. Each middle grades component will issue the letters to the eligible students. The student will use this letter to enroll on the high school level. The high schools will accept the letter from the Accountability Office as official documentation of the waiver and a copy of the letter is to be retained in the student's cumulative folder.

7. 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.

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

A grade 8 student who has repeated and fails to attain the passing scores for LEAP (ELA and/or math) and/or fails to pass any of the promotional subjects after completing the initial and the repeated school year, will be referred to the SBLC/SATeam to determine if the student, see appendix O, will repeat grade 8 again, will be promoted to the ninth grade or will be referred to the pre-GED program. Both Appendices D & E must be completed.

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

SBLC/SATeam Review and Proposed Retention: Grades K – 8

The following persons serve on the SATeam:

- ❖ Principal or Designee**
- ❖ Support and Appraisal Representative
- ❖ School Social Worker
- ❖ Parent (Every attempt should be made to invite and include the parent to attend.)
- ❖ School Nurse
- ❖ Parent Liaison
- ❖ Counselor
- ❖ Classroom Teacher
- ❖ Other Personnel as needed

The SBLC/SATeam/504 Committee shall consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973. * The team must consist of at least three people.

NOTE: **The principal or designee and the counselor must be two of the three person team needed to sign the 300 R Form (Appendix E) which renders the SBLC/SATeam decision.

The School Building Level Committee/Student Assistance Team SBLC/(SATeam) shall review any cases of pupils to be retained and/or of pupils who are experiencing academic problems in grades K – 8 by the end of the second quarter.

A specific, written Student Study Educational Plan (Appendix C) defining an educational program will be developed for the pupil. This plan shall be different from the pupil's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Student Study Educational Plan shall be placed in the pupil's cumulative folder and a copy given to the pupil's parent(s). Retention shall not be used as the primary intervention prior to a special education referral. Below grade level performance in reading, language arts, or mathematics does not automatically

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all efforts to provide appropriate and multi-sensory classroom and school site alternatives/modifications/accommodations to meet the individual pupil's needs. The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4th and 8th grade, if LEAP is the determinant. When the SBLC/SATeam may determine promotion or retention, both appendices D and E must be completed and filed in the student's cumulative folder.

Please note: Grade placement of students shall not be changed during the school year. The exceptions to this policy are stipulated below:

- ❖ Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.
- ❖ In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SAT, in collaboration with the IEP Team (with guidance from Exceptional Children's Services), will make the necessary adjustments on the IEP and in the SASI database for special education students. (This applies to students receiving Exceptional Children's Services only).
- ❖ Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

NOTE: These exceptions do not supercede the LEAP High Stakes Testing Policy, Revised June 2005 as mandated by BESE.

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides. **During LEAP mandated Summer School, the district must offer 50 hours of remediation per subject (ELA & Math).** OPSB requires that the student must attend a minimum of 90% of the 50 hours per subject, in order to have met the summer attendance requirement.

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.

Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment Level 1(LAA1)

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Pupils with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in LEAP Alternate Assessment Level 1 (LAA1) beginning with the 2000-2001 school year. Participation in LEAP Alternate Assessment Level 1 is an IEP team decision using the LEAP Alternate Assessment Level 1 (LAA1) Participation Criteria. LEAP Alternate Assessment Level 1 pupils will be promoted from one level to the next level if they meet the following criteria:*

- ◆ *Pupil has met the District's attendance requirements according to Bulletin 741. **
- ◆ Pupil has achieved at least 70% of the current IEP goals.
- ◆ Transition planning, if noted on the IEP, has been addressed by the pupil and documented by the teacher.
- ◆ Pupil has participated in LEAP Alternate Assessment Level 1 (beginning with the 2000-2001 school year.)

Pupils participating in LEAP Alternate Assessment Level 1 will receive a Certificate of Achievement when they exit the school system if all criteria for a Certificate of Achievement are met.

E. Limited English Proficient Students

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

Initial Placement for the students who enter for the first time in the Orleans Parish School Board

All pupils entering the school system for the first time shall complete the Home Language Survey that identifies language minority pupils. The completed survey will become part of the permanent record of all pupils and placed in the cumulative folder. (Refer to SDE Bulletin 1851.)

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

Pupils who have been identified, as Language Minority according to the Home Language Survey must be referred to the English-as-a-Second-Language teacher. If the school doesn't have an ESL teacher, the pupil shall be referred to the Bilingual/ESL office for assessment, placement, and ESL services. LEP pupils shall be provided special language services, which address their need for becoming fluent and literate in English.

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

The oral, writing, and reading portions of the Idea Proficiency Tests, or the Language Assessment Scale (LAS), will be used to collect data needed to determine the level of English language proficiency for placement by developmental level.

If the pupil is a non-English speaking Spanish speaker, the portions of the LAS or the IDEA test will be administered in native language of the child to assess his native language oral and literacy levels. If the pupil is a non-English speaking Vietnamese speaker, the Vietnamese Assessment of Oral Language Proficiency (VAOLP) test will be administered to assess the child's oral proficiency level in the child's native language. Tests are administered by a certified ESL teacher, or by trained orientation center personnel at designated centers.

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.

English language proficiency assessment results directly influence instructional placement. However, LEP students must be placed in an age-appropriate grade consistent with the district's policy for regular grade/general education placement. If there is a discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.

If a parent does not refuse services (via written notification) the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to English language proficiency and academic achievement. Depending on the student's English level proficiency, the English and content area programs may be concurrent or sequential but are not designed to segregate the LEP student beyond the extent necessary to achieve the goals of the district. Using integrated language and content instruction allows LEP students to continue their academic development while acquiring English proficiency.

The District provides services to LEP students through alternative language program instruction via highly qualified certified ESL teachers. The program provides intensive instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- ❖ Total Physical Response (TPR)
- ❖ Sheltered English Instruction
- ❖ Content-Based English As a Second Language

* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ❖ English As A Second Language
- ❖ Newcomer Program
- ❖ Cognitive Academic Learning Approach (CALLA)
- ❖ Language Across the Curriculum

To the linguistic extent possible, LEP students participate in the district's scientific based research reading literacy program and are held accountable through on-going district assessment and standardized tests for meeting the same academic achievement standards and objectives as all children. LEP students participate in after school LEAP tutorial programs, supplemental reading instruction, LEAP and ESL summer school remediation and any other available resources consistent with student needs.

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

In order for limited English proficient students to be exited from a language education instructional program, they must attain levels of full English proficiency (Level V) in reading, listening, speaking, writing and comprehension to be able to meaningfully participate in general education classes and reach the same levels of academic achievement as that of their English speaking peers. When a LEP student scores full English proficiency on the English Language Development Assessment (ELDA) in all domains, the district is no longer required to provide a specialized language program (s) or services. The students will retain LEP coding status in the Student Information System (SIS) until the criteria established in BESE Bulletin III, Chapter 40 has been met.

LEP students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan. Former transitioned LEP students will be monitored by a certified ESL teacher, regular classroom teacher, school counselor/and or social worker. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program. Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population. Students not able to participate meaningfully in the district's educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Language Learner (ELL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

measures that the district may use to evaluate the success of the LEP student's ability to meaningfully participate in the general program are:

- ❖ Standardized tests including NRT and CRT
- ❖ Teacher observation measures and checklists
- ❖ Portfolios
- ❖ Grade point averages/report card grades
- ❖ Promotion/retention rate
- ❖ Quarterly exams
- ❖ Inclusion of LEP student in gifted and talented programs
- ❖ IEP's
- ❖ Parent feedback

Parents of transitioned LEP students who will need to be reclassified as limited English proficient and placed in a specialized language program will be notified of the reclassification and continued need for services in a language they can understand (whenever feasible) and informed of the type of additional language, academic, or tutorial services offered to the student.

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.

Horizontal Enrichment

The possibilities that should first be explored for horizontal enrichment for academically oriented pupils include classroom groupings, honors/academically enhanced courses, classes for the gifted, and programs and schools for the academically/artistically talented.

Vertical Acceleration

Although vertical acceleration is not encouraged, it is acknowledged that in certain unusual cases, and for good reasons, acceleration may be in order. Alternatives such as horizontal enrichment *must* be explored before considering acceleration.

Only students completing grades K through 8 may be considered. Note that high stakes testing promotion criteria must still be used at grades 4 and 8. Third and 7th grade pupils for whom vertical acceleration is being considered may not be accelerated to 5th or 9th grade without having passed the 4th or 8th grade LEAP test.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

The parent of the pupil for whom acceleration is requested must express the request in writing to the principal of the school. The principal may initiate a request for acceleration when appropriate. To be considered for acceleration, a pupil must be referred to the Student Assistance Team (SAT). Once the SAT verifies the appropriateness of the request for acceleration, the pupil must:

- ❖ have consistently demonstrated above average performance in all academic areas throughout the school career.
- ❖ demonstrate appropriate mental, social, emotional, and physical maturity when assessed by a certified school psychologist or licensed psychologist.
- ❖ pass a grade level promotional test with a score of at least 70% in each promotional subject area for a grade level that the pupil will be missing because of acceleration NOTE: The assessment will be incorporated into a written report including recommendations and signed by the certified school psychologist or licensed psychologist.

On the basis of information secured through the procedures described above, a recommendation will be made to the pupil's principal. The principal will decide whether or not the pupil is to be accelerated. The principal will advise the appropriate instructional personnel in writing of the decision.

Grades 9-12:

There are procedures for acceleration available to qualifying students in grades 9-12. These include:

- ❖ High School Credit for College Courses*
(applies to students attending college part-time)

It is possible for a pupil to be accelerated through obtaining high school credit for college courses. ***The pupil must make arrangements prior to the fact by obtaining permission from the principal and must follow the other criteria prescribed in State Department of Education Bulletin 741.****

- ❖ High School Credit for College Courses for Identified Gifted Pupils

Pupils with fewer than 12 Carnegie units may earn high school credit for college courses only if they are identified gifted pupils and follow SDE Bulletin 741 standards 2.105.51 - 2.105.58.*

- ❖ Advanced Placement Courses

Another avenue to be used for acceleration is the pursuit of Advanced Placement course work. Arrangements must be made prior to the fact with the principal, and the criteria prescribed by the College Board must be followed. (See Bulletin 741)

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

The counselor must be consulted relative to individual programming, and it is also possible for twelfth graders to register for the College Board Advanced Placement Tests where criteria of the College Board are met and the counselor is consulted about adequate preparation; e.g., successful completion of advanced honors courses.

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.

See question 1

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


See question 1

4. Describe any policies governing services for gifted students.

Gifted Program*

According to the State Department of Education Pupil Appraisal Handbook, gifted children and youth are defined as those who possess demonstrated abilities that give evidence of high performance in academic and intellectual aptitude. The screening for potential gifted children involves the use of standardized measures and teacher ratings. Standardized norm-referenced test scores are used as well as the Modified Renzulli-Hartman Scale for rating superior pupils and pupils' work samples.

When a pupil is believed to be gifted, the parent, teacher, principal, or counselor may initiate a referral to the SBLC/SATeam in accordance with standards set forth by the State Department of Education Pupil Appraisal Handbook.

 Programs for the gifted/talented must locate and identify gifted/talented LEP pupils who could benefit from the program. (Refer to SDE Bulletin 1851, pg. 5.)

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*.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

High School Credit for Elementary Pupils

*According to criteria in SDE Bulletin 741, revised, an elementary pupil shall be eligible to receive high school credit in certain eligible courses listed in the program of studies.**

Proficiency Examination

*High school credits shall be granted to a pupil passing a Louisiana State Department of Education approved Orleans Parish School Board Proficiency Examination (see SDE Bulletin 741). The district procedure in compliance with Bulletin 741 occurs for each testing situation (one student or a class).**

The teacher identifies which students are proficient in a course content and recommends to the principal for a Proficiency Examination.

The principal obtains written permission from the parent for the Proficiency Examination in that course. Parental permission becomes part of the student's cumulative record.

The principal completes the district form, which may be obtained from the Department of Guidance and Counseling, for the Proficiency Examination. This form, along with a written request and the examination, is forwarded to the Guidance and Counseling Department.

The Guidance and Counseling Department has the Instructional Specialist for the content area review and approve the test. Upon such approval, the Superintendent approves the request, which is then forwarded to the **Louisiana State Department of Education** for review and approval.

With New Orleans Public School and **Louisiana State Department of Education** approval, the school is notified and the student(s) are tested.

After testing, the school completes the last two columns and the principal signature area of the district request form and forwards it to the Guidance and Counseling Department. The Superintendent signs this document with copies returned to the school and the **Louisiana State Department of Education**. At this point, the student and parent may be notified of the grade.

The grade shall be issued for the student with the course title, year taken, P/F (Pass or Fail) and unit of credit being entered on the *Certificate of High School Credits* (transcript) with M.P.S. (Minimum Proficiency Standards) indicated in the remarks column.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Unless otherwise indicated by the Louisiana State Department of Education, “P” (Pass) is equal to a score on the test of 70 or greater and “F” (Fail) is equal to a score of 69 or below. The grade must be submitted for the record. The Guidance and Counseling Department will provide assistance to all schools.

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:

All new registrants to the Orleans Parish School Board are required to present to the principal of the school:

- ◆ a copy of their official birth records and social security card.
 - ◆ a transcript, but a report card may be used until the parent(s) within a reasonable time can acquire and give the school an official transcript. After tentative placement and all means are exhausted to obtain a school transcript, which is still not available, the principal assigns permanent placement based on pupil progress in the tentative grade placement and/or through a developmentally appropriate examination process.
 - ◆ ***the immunization records as required to comply with State law and the regulations of the city of New Orleans Health Department.****
 - ◆ ***a completed Home Language Survey form which is available at the school.****
 - ◆ ***a copy of LEAP scores for entry grades 5 and 9***
- a. Approved schools within the state (public/nonpublic)
A pupil transferring to the Orleans Parish School Board from: another “approved” school (designated by the State educational agency) within or out of the State will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student.
 - b. Approved out-of-state schools (public/nonpublic)
See section “a” above

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

c. Unapproved schools (public/nonpublic)

A student from a “non-approved” school (as designated by the State educational agency) within or out of State shall be required by the principal of the receiving school to undergo an examination on all or any part of the work completed in the former school and should be placed in the grade to which he/she was assigned. The examination grade is the grade to be used for averaging the final grade of the student.

Whenever a pupil transfers out of the school or completes the program of studies at the school, the principal or designee is responsible for the translation of the records of pupil performance in each subject or area into the grading scale used by the school District. The principal or his/her designee is also responsible for the discussion of the grades assigned with the parents or guardians at an exit conference.

d. Home Study

A pupil transferring to the Orleans Parish School Board from: an “approved” home study program (designated by the State educational agency) within or out of the State will be allowed credit for the work completed in the former school and should be placed in the grade to which he/she was assigned. All grades on that transcript must be considered when averaging the final grade of the student. If the student transfers from a non – approved home study program, within or out of State shall be required by the principal of the receiving school to undergo an examination on all or any part of the work completed in the former school and should be placed in the grade to which he/she was assigned. The examination grade is the grade to be used for averaging the final grade of the student.

Students enrolling in grade 5 or 9 must meet the requirements of the LDE High Stakes Testing Policy. Transportation is not provided for home-school students. None of these centers have facilities to provide lunch to students.

i. Provisions for LEAP/LEAP Students

Once the student enrolls, the student will be responsible for all state/local CRT testing and academic work in the school.

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

When grade placement must be determined the enrolling students will be assessed at the school level utilizing the end of the year exam for the grade level prior to the suspected enrollment grade.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

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

At the secondary level, when a returning pupil seeks Carnegie unit credit, the student must take an examination (the final examination given at the school of entry) covering the work for the whole year (two semesters) in each course for which Carnegie unit of credit is requested. The tests are scheduled and administered by the school within six (6) to eight (8) weeks after the student registers with the school.

2. Describe the procedures for Interim IEPs.

Students who are reentering shall be enrolled with the development of an interim IEP based on the student's individual need following the enrollment process. If the student has a current Louisiana evaluation the student shall be enrolled with the development of a review IEP within five school days.

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

If the student is enrolling in grade 5 or 9 and does not have LEAP scores, the student will be administered the IOWA Placement test in lieu of LEAP. The student must score the promotional standard of the Basic/Approaching Basic combination. If the student scores Basic on ELA, the student must score approaching basic on Math, and vice versa.

H. Retention Policy

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

Retention Grades K - 8

Students who fail to meet the promotion criteria in Section III, Regular Placement, and Promotion: Grades K – 8, shall be retained.

The following criteria will be analyzed for any pupil being considered for retention:

Performance in required courses of study

Performance on LEAP-CRT in grades 4 and 8

Attendance

Parents of regular education students shall be advised each interim grading period of students' progress. *

By the end of the second quarter in grades K - 8, any pupil considered likely to be retained or in danger of failing will be referred to the Student Assistance Team (SATeam,) as stated on Appendix D SATeam Review and Proposed Retention:

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Grades K – 8. Recommendations for the next academic year will be based on the information on the form. This form will be discussed with parents prior to making the final decision to retain the pupil.

The decision to retain a student more than once in the non – LEAP tested grades shall reside with the SBLC/SATeam. **The LDE High Stakes Testing Policy and the guidelines as defined in pgs shall determine retention limits at grades 4 and 8.**

No student is to be retained in a grade more than once at the primary level and once at the upper elementary level.

Four years at the primary level, grades 1 - 3 and four years at the upper elementary level, grades 4 - 6 represent the maximum times a pupil should spend in the elementary school. Both appendices D and E must be completed and filed in the student's cumulative folder.

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

Students in grades 4 & 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and retake the summer retest. Students in grades K – 8 shall participate in an intervention program by content that is provided at each school site. At grades 4 – 8 the students will also participate in the adolescent literacy program.

I. Alternative Schools/Programs/Settings and Adult Education

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

Placement Alternatives in Elementary/Middle Grades (except 4th and 8th)

At the discretion of the principal and teacher(s) after conferring with the parent(s), a pupil who is failing may be scheduled to alternative placement when, in the judgment of staff: 1. the pupil could progress to the point of being able to be promoted during the course of the coming year, or 2. when a pupil's age or size becomes detrimental to his successful progress in the current grade.

The following conditions merit consideration:

- ◆ A parent refuses special class placement for a pupil who is incapable of achieving grade standards.
- ◆ An overage pupil who is physically much larger than his classmates becomes socially or emotionally maladjusted.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

- ◆ A foreign-born pupil and/or a pupil whose home language is other than English who has not broken the language barrier. No LEP pupil shall be retained solely on lack of English proficiency.
- ◆ A pupil who has been identified as dyslexic or attention deficit disorder/attention deficit hyperactive disorder.

The following action shall be taken:

- ❖ A case study is prepared containing pertinent data and information such as years retained evidence of referral to the SATeam, and documented results of following the recommendation(s) of that committee physical handicaps, etc.
- ❖ An alternative strategy must be developed and used. For example, a pupil may be placed with a peer group, but may follow course work in classes or groupings of pupils with similar learning styles or pace at various times during the day.
- ❖ The principal and at least one teacher who have taught the pupil must sign the case study.
- ❖ To the extent possible, the case study should be concluded and recommendations made by the end of the year in preparation for the next school year.
- ❖ The case study will be placed in the cumulative folder of the pupil. The grade advancement will be recorded as an alternative placement with remedial work to be offered as needed.
- ❖ The Superintendent will be notified by the principal, in writing, of the action taken.

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

Youths who are 16 years of age or will be 16 within the entry year in the program, but who are not currently enrolled in a neighborhood school are eligible to attend the Pre-GED/Skills Options Program

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

ELEMENTARY (K-8)

After School Tutoring
 📖 Bilingual/ESL Programs
 Extended Day Programs
 Peer Tutoring
 Resource Classes (regular)
 ✍️ Special Education Instruction

SECONDARY (9-12)

After School Tutoring
 📖 Bilingual/ESL Programs
 Extended Day Programs
 Peer Tutoring
 Resource Classes
 ✍️ Special Education Instruction

* – State-mandated

✍️ - denotes applications to Special Education


📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

 Special Grouping
504 Accommodation Plan
LEAP Summer School

 Special Grouping
Student Assistance Team (SATeam)
LEAP Remediation
LEAP GEE Remediation
LEAP GEE 21Remediation
504 Accommodation Plan
GEE 21/Carnegie Unit Summer School
Juvenile Alternative Center (JAC)

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. **(Do no include copies of policies identified in *Bulletin 741.*)**

Adult Basic Education Program (Grades 1-8)

The Adult Basic Education Program is designed for adults who don't read or write well, or who dropped out of school at an early age. Anyone over the age of 16 can enroll in these classes. Adults with little or no knowledge of reading and writing enter lower elementary grades; those with some background usually begin in upper elementary grades. Each person works at his own pace. Upon completion of the eighth grade, pupils are promoted to the High School Equivalency Diploma Program.

Youths who have reached their seventeenth birthday must present an official release form from the last school attended, photo identification, and a birth certificate. If out of school over two years, the official release form is not required, but photo identification and a birth certificate are.

High School Equivalency Diploma Program (Grades 9-12)

The High School Equivalency Diploma Program offers a chance to earn a diploma even though a person has full-time family responsibilities. Adults progress at their own pace and receive individual help with course work. When an adult successfully completes the General Educational Development (GED) Examination, he is entitled to a High School Equivalency Diploma.

Anyone who is 16 years of age or older may register at any time during the year. Youths who are 16 or 17 years of age and who are not currently enrolled in a neighborhood school must present a birth certificate, written parental consent, photo identification, and a letter from the principal of the last school attended recommending that they be permitted to enroll.

Early College Admission Policy*

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

*Another avenue that may be explored by a pupil for acceleration purposes is the early college admissions policy, as stated in LDE Bulletin 741.** The pupil must make arrangements prior to admissions by obtaining permission from the high school principal and acceptance to the college

J. Review of Placement

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

The Orleans Parish School Board Policies-Regulations-By Laws Manual describes the regular and special placement of students, including grading, progress, promotion, retention, acceleration, and transfer. The Policies Manual is a public document and may be accessed at the district office.

Review Process

Students, parents, guardians, teachers, principals or the district superintendent may initiate a review of student placement. The current school principal/assistant principal should be notified in writing when a placement review is necessary or desired.

The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the school building level committee/SAT team. The team will consist of grade level teachers, a counselor and a school administrator. Team/parent conferences should be held in order to develop effective intervention strategies for student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed.

These strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student's cumulative record.

The review process will be monitored by district administrators in the annual academic audit of schools. Student cum folders will be examined for appropriate documentation. Students receiving intervention will be studied for the effectiveness of the intervention implementation.

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

Student records are protected by the “Pupil Records and Privacy Rights of Parents and Pupils”, Orleans Parish School Board Policies-Regulations-By-Laws 5125.1R.

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.

Cumulative Folder*

A cumulative folder is maintained on every pupil in the system.

The folder will be transferred from one school to another within the system, and it will be filed in the records of the school last attended by the pupil.

Each cumulative folder should include the following items (where applicable):

Access to Confidential Records form

Guidance information

Anecdotal records

Doctor's certificates

Health records (i.e. immunization record)

Student Study Educational Plan (Appendix M)

Multidisciplinary evaluations (stored in special education confidential files)

Discipline and Dress Code Contract

Test profiles

Standardized norm-referenced test scores

LDE (LEAP) Individual Student Report for grades 3 and 11

Current computerized report cards

Elementary report card

Communications from parents, where appropriate

Current computerized transcript

Record of results of credit exam

Parent/student refusal of LEAP remediation

Copy of pupil's social security number when provided by the pupil

Home Language Survey form

504 evaluations and accommodation plans

*IEP Due Process checklist

****Referral forms***

****Multidisciplinary evaluations***

*Current ESY IEP (and all former ESY IEPs)

*Current IEP (and all former IEPs)

****Copy of placement letter***

*IEP Progress Report forms

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

All LDE LEAP/GEE Notification

✍ LAA Instruments (for students determined eligible to be tested utilizing Louisiana Alternate Assessment/LAA)

5 year Educational Plan

Career Interest Survey for grades 8 - 12

*✍*and other Special Education documents as specified in the amended Individuals with Disabilities Education Act (IDEA)*

**and other documentation of SAT procedures and actions regarding qualified pupils with disabilities under Section 504 of the Rehabilitation Act of 1973*

Note: Beginning with the 2000-2001 year, a Special Education Cumulative Folder is to be maintained on every exceptional pupil in the district.

** special education only*

✍Note: All special education records, as specified in the approved Individuals with Disabilities Act (IDEA) – Part B, LEA Application, must be confidentially and securely maintained.

2. Retention Documentation

When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.

3. Elementary Report Card Copy

The teacher's copy of the pupil's report card must be kept on file in the office.

4. Computer Technology and Record Keeping

The Orleans Parish School Board has pioneered the use of computer technology that begins with the pupil's registration and ends with the finished Certificate of High School Credits. The certificate conveys to the State Department of Education (for its certification) the information relative to the completed program of studies for each pupil based upon that pupil's computerized Cumulative Record or Transcript.

Schools are responsible for accurate electronic student data record keeping, including demographic information, attendance, report cards, etc. School site student data, captured nightly, is consolidated into the centralized student database. Local, state, and federal reporting occurs from the centralized student database. Schools shall follow procedures for collecting and maintaining student data as outlined in the district's student information

* – State-mandated

✍ - denotes applications to Special Education

📖 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

☐ - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

systems users' guide. The application of computer technology to record keeping for pupils is mandated in the Orleans Parish School Board and includes for each pupil:

- a. Pupil Data Base (demographic and emergency information);
- b. Pupil Schedule - grades 1 – 12;
- c. Pupil Standardized Norm-referenced Test Scores;
- d. Pupil Cumulative Record (Transcript) - grades 1 – 12;
- e. Pupil Certificate of High School Credits (graduating seniors);
- f. Pupil Report Card (computerized) – grades 1 - 12;
- g. Pupil Daily Attendance Record (form 27);
- h. Dropout and suspension/expulsion statistics;
- i. Other pertinent data that can be obtained from the data base, (e.g., honor roll, grade analyses, etc.);
- j. Louisiana Educational Assessment Program (LEAP) scores;
- k. Exceptional Pupil: In order to support Special Education requirements, the Exceptional Children's Services Unit maintains additional computerized information on each pupil evaluated by a multidisciplinary team as an exceptional pupil.
- l. Computer technology can also be used for assistance with other instructional programs at the classroom level.

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
In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Specialist of Student Support Services to discuss the discrepancy.
 - b. Students with disabilities
Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students programming. The decision is made after review of records, programming and assessment by the SATeam.
 - c. Section 504 students
Section 504 students shall follow the guidelines set forth for the regular education students.
 - d. Grade change (K-12)

* – State-mandated

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

LOCAL OPTIONS

Section III

A grade that is disputed by parents/guardians may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, guidance counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

e. **Fourth quarter failure in High Schools**

A high school student who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, guidance counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

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

MISSION

The Orleans Parish School Board (OPSB), with the support of the entire community, commits to ensuring that every child in every grade in every public school will achieve the maximum potential of his/her ability. Children come first. They must be educated to graduate with mastery of essential subjects and to be technologically proficient to compete as productive citizens in the challenging 21st Century.

To enable students to reach their maximum potential, the OPSB curriculum follows the Louisiana Comprehensive Curriculum which is based on the Grade Level Expectations (GLEs) – statements of what all students should know and be able to do by the end of each grade, Pre-K – 12, in English language arts, mathematics, science, and social studies.

Early Release

Beginning 2006 – 2007 early release will only be granted to students participating in work based learning experiences (i.e. marketing, COE, internships) or concurrent/dual enrollment.

Conditional Exams

All conditional exams must be request by the student at least 12 days prior to the graduation. Each department chair is to develop and administer the exam(s).

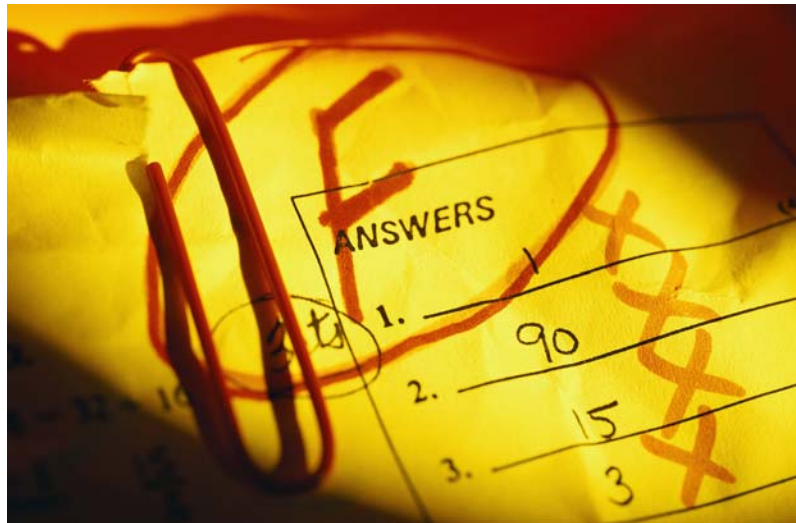
* – *State-mandated*

 - denotes applications to Special Education

 - denotes applications to English as a Second Language/Limited English Proficiency (ESL/LEP)

 - Items within a text box are new to the plan

SECTION IV



REMEDIATION

SECTION IV

REMEDICATION

Legal Authorization

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

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

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

Purpose

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

State Mandatory Requirements

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

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 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

1. At least 30% of the third grade students receiving remediation shall achieve the *basic* achievement level in the English Language Arts and Mathematics portions of iLEAP;
2. At least 45% of the fourth grade students receiving remediation shall achieve the *basic* achievement level in the English Language Arts and Mathematics portions of LEAP;

3. At least 45% of the students repeating fourth grade due to non-passage of LEAP and receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
4. At least 30% of the students in seventh grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of iLEAP;
5. At least 45% of the students in eighth grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
6. At least 45% of the students repeating eighth grade due to non-passage of LEAP.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
 - a. students in fourth grade who scored at or below the *approaching basic* level on iLEAP in grade 3;
 - b. students repeating fourth grade due to non-passage of LEAP;
 - c. students in eighth grade who scored at or below the *approaching basic* level on iLEAP in grade 7; and
 - d. students repeating eighth grade due to non-passage of LEAP

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

The pupil/teacher ratio for all school sites will range from 5:1 to meet the need for accommodations under the Section 504 Rehabilitation Act and IDEA in grades 4 and 8 to 20:1 in after school remedial classes.

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?

Depending upon the school program and the extent of the deficiency of each eligible student, a minimum of 70 contact hours will be provided.

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

The school year intervention/remediation program shall begin by October 1st of each school year and shall span through the last regular school day prior to the first day of the spring administration of LEAP.

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

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications. As per the SDE guidelines for paraprofessionals working in the LEAP Remedial Education program, all paraprofessionals shall be at least 20 years of age, have a high school diploma, and show evidence of at least 60 hours of college credit from an academic institution of higher learning. Such paraprofessionals shall provide remedial instruction under the supervision of the regular classroom teacher who has prescribed the deficiencies to be addressed based on the Individual Student Report. Such a prescription shall be documented on the Contact Hours Documentation Form for use by paraprofessionals.

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

The district shall through collaboration with its charters define a list of remedial resources and supplementary materials to be used within the remediation programs. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but are not be limited to, special exercises for remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment.

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

A district-wide form will document the program offered at each school site, which explains the remedial effort of LEAP eligible students (including remedial instruction by the regular classroom teacher in grades 4 and 8 and a remedial elective class at the secondary level). The signature of

parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

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

Students in grades 4 and 8 who scored at the approaching basic achievement level or below in LEAP shall receive science and social studies remediation through teaching across the curriculum within the regular classroom setting. Additionally, students who scored at the unsatisfactory achievement level will be provided intense and targeted remediation in those content areas through after school remediation.

C. Coordination of Funds

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

The school year after school remediation program has been prioritized within the Title I application to support the financial needs of the program in conjunction with OPSB requested general funds.

D. Evaluation

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

Orleans Parish School Board will evaluate the effectiveness of the remediation program by analyzing the students' test scores acquired from the spring administration following the remediation process, student attendance and effort while in the program. The student test data provided by LEAP and iLEAP test scores of the students who were remediated shall document the percent of students who met the requirements at each grade level as listed below. The students' attendance data and effort codes, documented by the LEAP data database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

- ✓ 30% of the third grade students receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of iLEAP;
- ✓ 45% of the fourth grade students receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
- ✓ 45% of the students repeating fourth grade due to non-passage of LEAP and receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP ;

- ✓ 30% of the students in seventh grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of iLEAP;
- ✓ 45% of the students in eighth grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
- ✓ 45% of the students repeating eighth grade due to non-passage of LEAP.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

- ✓ At minimum 45% of the students who attend summer remediation in grade 4 will meet the attainment criteria for meeting promotion.
- ✓ At minimum 40% of the students who attend summer remediation in grade 8 will meet the attainment criteria for meeting promotion.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
 - a. students in fourth grade who scored at or below the *approaching basic* level on the spring administration of LEAP;
 - b. students in fourth grade who participated in LEAP Alternate Assessment Level 2 (LAA 2);
 - c. students in eighth grade who scored at or below the *approaching basic* level on the spring administration of LEAP; and
 - d. students in eighth grade who participated in LEAP Alternate Assessment Level 2 (LAA 2).

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

The pupil/teacher ratio for grades 4 & 8 will range from 5:1 in pull-out tutorial programs for grades 4 and 8 to 20:1 in remedial elective classes.

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.

Students attending the summer remediation program for grades 4 and 8 shall be scheduled into classes where the score on the summer test was approaching basic or below for 2 ½ hours intervals per content, ELA and math, per day for not less than 20 days.

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

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications.

As per the SDE guidelines for paraprofessionals working in the LEAP Remedial Education program, all paraprofessionals shall be at least 20 years of age, have a high school diploma, and show evidence of at least 60 hours of college credit from an academic institution of higher learning. Such paraprofessionals shall provide remedial instruction under the supervision of the regular classroom teacher who has prescribed the deficiencies to be addressed based on the Individual Student Report. Such a prescription shall be documented on the Contact Hours Documentation Form for use by paraprofessionals.

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

Teachers providing remedial instruction during the summer session will be provided with district selected supplementary materials at the individual summer sites. If charter sites are approved to function as their own summer site, materials will be selected from the approved list of resources developed through the district/charter collaborative. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but are not be limited to, special exercises for

remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment.

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

A district-wide registration form will document the program offered at each summer school site, which explains the remedial effort of LEAP eligible students. The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

C. Coordination of Funds

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

The summer school remediation program shall be financed using the approved funds of the LEAP 21 grant, supplemented with funds outlined within the Title I application and OPSB requested general funds.

D. Evaluation

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

The student test data provided by the summer administration results shall document the percent of students who met the requirements at grades 4 and 8. The students' attendance data and effort codes, documented by the LEAPdata database shall serve as the basis for defining the correlation value between attendance, effort and achievement.

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

1. At least 50% of the students who were promoted to ninth grade with an unsatisfactory score will achieve the *basic* level in the portion of the *LEAP* test where the approaching basic score was scored on the grade 8 LEAP and 45% of these students will achieve the approaching basic level in the portion of the *LEAP* test where the unsatisfactory score was acquired on the grade 8 LEAP
2. At least 50% of the high school students receiving remediation in ELA, math, science and/or social studies will meet attainment levels on the Graduate Exit Exam (GEE).

B. Program Description

1. Student selection criteria:

- ◆ students in ninth grade who scored unsatisfactory on the ELA and/or math portion of the grade 8 LEAP test; and
- ◆ high school students who failed to achieve the required achievement level on any part of the Graduate Exit Exam (GEE).

2. Pupil/Teacher ratio

The pupil/teacher ratio will range from 5:1 to meet the need for accommodations under the Section 504 Rehabilitation Act and IDEA to 20:1 in after school and remedial elective classes.

3. Instructional time

Students who meet the criteria for remediation in grades 11 and 12 shall be remediated for not less than a total of 35 hours per retest administration, October, summer and/ or February Seniors only. Students who are enrolled in remedial courses will remain in the course until the end of the semester. Carnegie credit will only be awarded in these classes if the student meets the criteria for passing the course.

4. Selection criteria for teachers and/or paraprofessionals

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications.

As per the SDE guidelines for paraprofessionals working in the LEAP Remedial Education program, all paraprofessionals shall be at least 20 years of age, have a high school diploma, and show evidence of at least 60 hours of college credit from an academic institution of higher learning. Such tutors/paraprofessionals shall provide remedial instruction under the supervision of the regular classroom teacher who has prescribed the deficiencies to be addressed based on the Individual Student Report.

Such a prescription shall be documented on the Contact Hours Documentation Form for use by paraprofessionals.

5. Materials and methodology to be used

The district shall through collaboration with its charters define a list of remedial resources and supplementary materials to be used within the remediation programs. These materials of instruction will include, but are not limited to software, consumable workbooks, skill texts, manipulatives, and instructional kits, which address the State content standards and local standards-based curriculum benchmarks.

The methodology employed to remediate eligible students will be appropriate to the students' learning styles and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 60% on the Individual Student Reports shall be considered areas of particular focus.

In written composition, remediating teachers will focus on the writing process with special attention to numerous opportunities for student writing within an assigned mode.

Teachers will analyze the students' individual score reports in order to prioritize skill areas for each student. The teacher will employ a variety of activities and materials in order to address individual remediation needs. Activities shall include, but not be limited to, special exercises for remediation, computer-aided instruction in targeted skill areas, drill and practice, and one-on-one work with the teacher.

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment.

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

OPSB shall provide remediation courses in each of the four core content areas. Additionally, the district shall provide summer and after school programs.

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

A district-wide form will document the program offered at each school site, which explains the remedial effort of GEE eligible students (including remedial instruction by the regular core classroom teacher, the remedial elective class and the after school program at the secondary level). The signature of parents refusing such efforts or a student's non-attendance

verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

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

The school year remediation program has been prioritized within the Title I application to support the financial needs of the program in conjunction with Board requested general funds.

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

Orleans Parish School Board will evaluate the effectiveness of the remediation program by analyzing the students' test scores acquired from the spring administration following the remediation process, student attendance and effort while in the program. The student test data provided by LEAP and *i*LEAP test scores of the students who were remediated shall document the percent of students who met the requirements at each grade level as listed below. The students' attendance data and effort codes, shall be documented within a database maintained by the Office of Accountability shall serve as the basis for defining the correlation value between attendance, effort and achievement.

- ✓ 50% of the students who were promoted to ninth grade with an unsatisfactory score will achieve the *basic* level in the portion of the *i*LEAP test where the approaching basic score was scored on the grade 8 LEAP and 45% of these students will achieve the approaching basic level in the portion of the *i*LEAP test where the unsatisfactory score was acquired on the grade 8 LEAP 30% of the students in the ninth grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions on *i*LEAP
- ✓ 50% of the high school students receiving remediation in ELA, math, science and/or social studies will meet attainment levels on the Graduate Exit Exam (GEE).

APPENDICES

APPENDIX A

DEFINITION OF TERMS

State Terms

1. **Acceleration** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – a substitute approach used in gathering information on the performance and progress of students who do not participate in typical state assessments. Under these Regulations, alternate assessment shall be used to measure the performance of a relatively small population of students with disabilities who are unable to participate in the general statewide assessment system, even with accommodations and modifications.
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas.
4. **LEAP Summer School** – The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP 21 test in English language arts or mathematics.
5. **Louisiana Educational Assessment Program (LEAP)** - The state's testing program that includes grades 3, 5, 6, 7, and 9 Integrated LEAP Criterion-referenced Testing Program; grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English/language arts, mathematics, science and social studies); the LEAP Alternate Assessment Level 2 (LAA2) Program for students whose academic performance is at least three years below level in grades 4 – 11 and the LEAP Alternate Assessment Level 1 (LAA1) Program for students with significant disabilities, enrolled in grades 3-8 and the 1st, 3rd, and exit year of high school.
6. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
7. **Pupil Progression Plan**- "The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.

8. **Regular Placement** - The assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
9. **Remedial Programs** - Programs designed to assist students including identified exceptional and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
10. **Remediation** - See Remedial Programs.
11. **Retention** - Nonpromotion of a pupil from a lower to a higher grade.

Local Terms

1. **Above Grade Level/Academically Enhanced** - Those pupils who have performed at stanine 6 or above on a standardized norm-referenced test, maintained a B or above average (in subject matter area), and have a summary assessment of 30 or higher on the Modified Renzulli-Hartman Teacher Recommendation Form.
2. **Academically Able/At Grade Level** - Those pupils who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test.
3. **Advancement** - The assignment of a special education pupil enrolled in an alternative to regular instructional program (either self-contained or resource) to the next higher level: primary, intermediate, middle/junior or senior high.
4. **“At -Risk Student”**- A student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socio-economic status, unemployment, and other environmental conditions not conducive to success in school.
5. **Attendance** - present at school and actively participating in classroom and school activities.
6. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)** - a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse control, and activity level.
7. **Benchmarks** - statements that reflect developmentally appropriate levels of the standard and that add definition and detail to the standard.

8. **Compensatory and/or Remedial Programs** - Programs designed to assist pupils including identified disabled pupils to overcome educational deficits identified through the State Grade Level Criterion Reference Test and other local criteria.
9. **Dyslexia** - a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.
10. **Exceptional Pupil** - One who is evaluated in accordance with Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act, and is determined according to the State Department of Education_Pupil Appraisal Handbook, to have an exceptional ability or a disability.
11. **Formative Assessments** – Intermediate or continuous assessment which may include feedback to help in achieving goals. The results of formative assessment help to form instruction.
12. **Grade-level Expectation (GLEs)**- statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies.
13. **Homeless Children and Youth** – individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
14. **Inclusion** - refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires only that the child will benefit from being in the class, rather than having to keep up with the other pupils.
15. **Louisiana Comprehensive Curriculum (LCC)** - Curriculum that is aligned with state content standards, as defined by grade-level expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.
16. **Louisiana Literacy Assessment Program** - Means "a process of measuring pupil performance in the application of academic skills to life coping situations to assure that each Louisiana graduate is literate." (Act 750)

- ◆ The Louisiana Literacy Assessment Program is envisioned by the State Department of education and the State Board of Elementary and Secondary Education as a merging and an enjoining of the assessment testing mandated as part of Act 621, and the State Basic Skills Test as intended in Act 750, as well as the policies of the State Board of Elementary and Secondary Education. Implementation of the new phases of the program will be progressive beginning with grade two in the 1981-82 school year. In the meantime, state assessment as mandated in Act 621 will continue as scheduled.
 - ◆ Any state or local planning undertaken in Louisiana education that deals with testing or assessment should provide flexibility to coincide with the envisioned assessment program.
17. **Language Minority Student** - One whose home language is other than English as determined by a Home Language Survey.
 18. **Limited-English- Proficient (LEP)** - A language minority student whose English aural comprehension, speaking, reading or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English.
 19. **Middle Grades** – grades 7 and 8
 20. **Native Language** – The term “native language” when used with reference to an individual with limited English proficiency, means the language normally used by the individual or in the case of a child, the language normally used by the parents of the child.
 21. **Sheltered English** - An effective approach for teaching academic courses to LEP students who have not attained minimal English proficiency; concepts are taught in more easily understood English language.
 22. **State Content standards** - Written subject area standards outlined in SDE Curriculum Guides
 23. **School Building Level Committee (SBLC)/Student Assistance Team (S.A.T.)** - A designated school-based committee consisting of support personnel, teachers, school administrators, and parent and pupil representatives to address individual and group needs at the school. The SAT must consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973.
 24. **Standards** - General statements that represent what information students should know/understand or what skill/processes they should be able to do as a result of their educational experience.
 25. **Student Initiated Activity** - Those unstructured, non-teacher directed learning activities that pupils engaged in during the school day. These learning activities might be initiated by an individual pupil or a small group of pupils according to

interest and availability of resources within the classroom setting. The teacher facilitates and supervises rather than directs these activities.

26. **Summative Assessments** – The final or endpoint assessment of a unit or chapter.
27. **Transition Class** - A class set up in a school with an alternative classroom teacher to deliver services to those pupils for whom the regular program has not worked. A 15:1 pupil teacher ratio will be maintained in order for those special-needs pupils (overage, multiple retainees, etc.) to receive individualized, intensive instruction and care.
28. **Term** – a period of time at the end of which a student is assigned a final course grade (i.e., in a 4x4 block schedule school term is equal to two quarters or one semester)

APPENDIX B

EXCEPTIONAL CHILDREN'S SERVICES EXIT OPTIONS FORM

SCHOOL _____ STUDENT _____

The following Exit options are available for students with disabilities:

1. _____ **High School Diploma**

- Student must meet District's attendance requirements, and
- Student must earn 23 Carnegie Units and pass the Graduation Exit Exam

NOTE: Students exiting with a Diploma are not eligible to return to the school system for services once they graduate.

2. _____ **Certificate of Achievement (for LAA 1 and LAA 2 students)**

- Student must meet District's attendance requirements, and
- Student must participate in LEAP Alternate Assessment (LAA), and
- Student must achieve at least 70% of all annual IEP goals, and
- Transitional planning as noted on current IEP must be addressed.

NOTE: Students exiting with a Certificate of Achievement may return to the school system through age 21 to receive services.

3. _____ **Certificate of Achievement (for non-LAA students)**

- Student must meet District's attendance requirements, and
- Student must have a 1997-98 IEP that indicates s(he) was addressing an Alternative to Regular Placement Program (ARP), and
- Student must have attended high school for at least four years, and
- Student must achieve at least 70% of all annual IEP goals, and
- Transitional planning as noted on current IEP must be addressed.

4. _____ **GED or Skill Certificate**

- Student must meet District's attendance requirements, and
- Student must participate in the Pre-GED/Skills Options Program and meet all applicable criteria and required mastery skill levels, and
- Transitional planning as noted on current IEP must be addressed.

Options 1, 2, and 4 are the only options for which the SDE will issue an Exit document.

_____ **Certificate of Course Work/Activities Completion (issued by NOPS)**

- Student must meet District's attendance requirements, and
- Student must be at least 19 years of age, and
- Student must have attended high school for at least four years, and
- Student must achieve at least 70% of all annual IEP goals, and
- Student must earn 23 Carnegie Units (either Carnegie or Special Education Adjusted Units), and
- Transitional planning as noted on current IEP must be addressed.

Teacher of IEP Records: _____ Date: _____

Guidance Counselor: _____ Date: _____

Parent/Guardian: _____ Date: _____

*This form is to be **REVIEWED** at each IEP conference and filed in the Student's Special Education Cumulative Folder. A copy is to be given to the parent/guardian.*

This form is to be COMPLETED at the student's 11th grade IEP conference to ensure that parents are aware of what exit option their child is pursuing.

**APPENDIX C
STUDENT STUDY EDUCATIONAL PLAN – GRADES K-8**

** MUST BE COMPLETED BY THE END OF THE SECOND QUARTER FOR ANY STUDENT WHO IS IN DANGER OF FAILING **

SCHOOL: _____ DATE: _____

STUDENT: _____ ID#: _____

GRADE: _____ D.O.B. _____ ENROLLMENT DATE: _____

Referring Teacher(s): _____

DATE OF REFERRAL TO SATeam: _____

ATTENDANCE	1 st Marking Pd.	2 nd Marking Pd.	3 rd Marking Pd.	4 th Marking Pd.	Total
Days Present					
Days Absent					
Days Tardy					

THIS IS OFFICIAL PARENT NOTIFICATION THAT THE ABOVE NAMED STUDENT IS IN DANGER OF FAILING DUE TO: _____ NOT MEETING STATE ATTENDANCE REQUIREMENTS, AND/OR _____ NOT MEETING THE FOLLOWING COURSE(S) OR GRADE ACADEMIC REQUIREMENTS:

COURSES (Secondary)

GRADE LEVEL SUBJECTS (Elementary)

(✓) RECOMMENDED INTERVENTIONS

- _____ Extend time requirements
- _____ Allow breaks, vary type of student's activity
- _____ Omit/limit assignments requiring timed copying
- _____ Increase verbal response time to questions
- _____ Preferential seating
- _____ Reduce paper/pencil tasks
- _____ Modify difficulty level/length of assignments/tests
- _____ Avoid penalizing for spelling/grammatical errors
- _____ Adapt assignments to student's learning style
- _____ Read directions to student
- _____ Peer/after school tutoring recommended
- _____ Use of calculator/computer/spell check

- _____ Assign special projects in lieu of assignment
- _____ Tape lectures for student replay
- _____ Pre-teach vocabulary
- _____ Monitor student's progress frequently
- _____ Record and/or type assignments
- _____ Require student to maintain assignment notebook
- _____ Use taped Audio texts
- _____ Provide study sheets/guides for tests
- _____ Use supplementary materials
- _____ Provide note taking assistance
- _____ Use multi-sensory instructional activities/aids
- _____ Provide concrete models of writing assignments

Additional Interventions: _____

	SIGNATURES	DATE
HOMEROOM TEACHER	_____	_____
SATeam CHAIRPERSON	_____	_____
PARENT/GUARDIAN	_____	_____
STUDENT Grades 6 th – 12 th	_____	_____
PRINCIPAL	_____	_____

APPENDIX D
STUDENT ASSISTANCE TEAM
DOCUMENTATION OF PROMOTION/RETENTION

SCHOOL: _____ DATE: _____

STUDENT: _____ DOB: _____

CLASS/TEACHER(S): _____

_____ STUDENT FAILED TO MEET STATE ATTENDANCE REQUIREMENTS

_____ STUDENT FAILED THE FOLLOWING COURSES/SUBJECTS

The following areas have been reviewed to determine whether to promote or retain the student:	
_____ Student's chronological age	_____
_____ Level of maturity of student	_____
_____ Adaptive behavior of student	_____
_____ Previous test scores	_____
_____ Class participation (class work, homework completion)	_____
_____ Student progress	_____
_____ Student attendance	_____
_____ Emotional/behavioral issues	_____
_____ Participation in remedial programs	_____
_____ Level of family involvement	_____
_____ Peer interactions	_____
_____ Level of English Language Proficiency for Limited English Proficiency Students	_____
_____ other	_____

After reviewing documentation on the above named student, the decision of the SAT is to:	
_____ PROMOTE the student to grade	_____
_____ RETAIN the student in grade	_____
_____ ASSIGN the student to grade	_____
_____ RECOMMEND the student to SUMMER SCHOOL	_____
_____ OTHER	_____

ADDITIONAL INTERVENTIONS RECOMMENDED BY THE SATeam FOR NEXT SCHOOL YEAR.

	Signature	Date
SATeam Chairperson	_____	_____
Parent/Guardian	_____	_____
Student (Grades 6-12)	_____	_____
Principal	_____	_____

The process related to this document is to be completed prior to the last day of school, and again after summer school if the student's promotion is dependent upon the attendance of summer school.



APPENDIX E

ECS 300 - R

NEW ORLEANS PUBLIC SCHOOLS EXCEPTIONAL CHILDREN'S SERVICES REQUEST FOR SBLC/SATeam CONSIDERATION

Date: _____ Requester: _____

Title/Position: _____

Student's Name: _____ DOB: _____ Sex M F

School: _____ Grade/Program: _____ Number of Grades Repeated: _____

- 1. Did the parent initiate the request? Yes No
- 2. If no, has the parent been contacted about the request? Yes No
- 3. Is the parent in agreement with the request? Yes No
- 4. Has student ever repeated the grade more than once? If yes, which grade(s) _____ Yes No
- 5. Has student been suspended during this school year? If yes, how many times _____ Yes No

Reason for Request: _____

Teacher Interventions: _____

Summary of Findings of the SBLC/SATeam: _____

SBLC/SATeam DECISION:

Date: _____

- 1 Conduct Intervention, Reconsider on (date) _____
- 2 Request Social Work Services
- 3 504 Evaluation
- 4 Student Study Educational Plan
- 5 Solicit referral for Support Services from SAS
- 6 Solicit referral for evaluation from SAS
- 7 No assistance needed
- 8 Other: _____

SBLC/SATeam COMMITTEE'S SIGNATURE

Principal's Signature _____ Date _____



APPENDIX F

NEW ORLEANS PUBLIC SCHOOLS EARLY RELEASE FORM

DATE: _____

TO WHOM IT MAY CONCERN:

My signature below attests to my approval to have _____,
a senior attending _____ released early
from school on a daily basis – Monday through Friday at the time(s) indicated below.

My signature also signifies that I have been informed that my child has passed all
required parts of the GEE Exams and is currently enrolled in classes sufficient in number
and areas necessary to meet the graduation requirements of twenty-three (23-1/2) units.

PARENT'S SIGNATURE: _____ Date: _____

STUDENT SIGNATURE: _____ Date: _____

COUNSELOR SIGNATURE: _____ Date: _____

APPENDIX G

NEW ORLEANS PUBLIC SCHOOLS CONDITIONAL EXAMINATION REQUEST



DATE OF REQUEST _____

STUDENT'S NAME: _____

TEACHER'S NAME: _____

EXAM SUBJECT: _____

DATE OF EXAM: _____

LOCATION: _____

COUNSELOR SIGNATURE: _____

TEACHER SIGNATURE: _____

STUDENT SIGNATURE: _____

APPENDIX H

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

This form must be completed to determine whether a student is eligible to enter a Pre-GED Skills/Option Program

This section is to be completed by the District

Student: _____ DOB: _____ School District: _____

Definition: A Pre-GED/Skills Option Program/School is by definition a program/school that is an alternative to regular education. A student who pursues this Option will, if successful, receive a Louisiana Equivalency Diploma and/or a Skills Certificate, not a standard Louisiana High School Diploma. Individual students, either regular or special education, may be considered on a case-by-case basis to re-enter the regular program.

Student Eligibility: To enter the Pre GED Skills/Option Program, a student must be 16 years of age and meet one or more of the following criteria:

- ◆ Failed 8th grade LEAP 21 English language arts or mathematics for one or more years;
- ◆ Failed English language arts, mathematics, science, or social studies portion of the GEE 21;
- ◆ Participated in out-of-level testing or alternate assessment
- ◆ Earned not more than five Carnegie units by age 17, not more than ten Carnegie units by age 18, and not more than fifteen Carnegie units by age 19.
- ◆ Students with Limited English Proficiency shall be considered eligible for the Pre-GED/Skills Option Program.

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

- | | | | |
|----|-------|----------|--|
| 1. | Agree | Disagree | This student is 16 years of age or older or who shall turn 16 years of age during the year they are to enroll into the Program |
| 2. | Agree | Disagree | This student failed 8 th grade LEAP 21 English language arts or mathematics for one or more years |
| 3. | Agree | Disagree | This student failed English language arts, mathematics, science, or social studies portion of the GEE 21 |
| 4. | Agree | Disagree | This student has earned not more than five Carnegie units by age 17, not more than ten Carnegie units by age 18, and not more than fifteen Carnegie units by age 19. |
| 5. | Agree | Disagree | This student participated in out-of-level testing or alternate assessment. |

Note: For the student to be eligible for entrance into the Pre-GED/Skills Option Program, the response to Statement 1 must be "Agree." For the student to be eligible for entrance into the Pre-GED/Skills Option Program, at least one of the responses to Statements 2, 3, 4 or 5 must be either "Agree" or "Disagree" depending on the individual student.

This section is to be completed by the parent

Parental Understanding: If my child is eligible for and participates in the Pre-GED/Skills Option Program, my initials indicate I understand the statements below,

Caution: A student who enters the Pre-GED/Skills Option Program and remains in that Program is not working towards a regular high school diploma. If he/she is successful on the GED Examination, this student will earn a Louisiana Equivalency Diploma.

_____ If my child enters the Pre-GED/Skills Option Program, he or she will not be assessed with GEE 21. He or she will be assessed with the Grade 9 iLEAP every year that he or she is enrolled in the Program to determine growth.

_____ If my child enters the Pre-GED/Skills Option Program and remains in the Program, he or she will not earn a regular high school diploma. If successful on the GED Examination, he or she will earn a Louisiana Equivalence Diploma.

_____ If my child enters the Pre-GED/Skills Option Program, he or she will take GED preparation courses and will be enrolled in Career Skills courses, either at the high school campus, a community and technical college, or other appropriate work-based setting.

_____ If my child enters the Pre-GED/Skills Option Program, he or she may return to the regular high school program of studies if he or she has shown evidence of ability to earn the Carnegie credits necessary to graduate with a regular high school diploma and within a period of time considered reasonable by the district, the parent, and the student. He/she must also take and pass the GEE 21 examination.

Parent/Guardian signature

Month/day/year

Student/Adult Student signature

Month/day/year

APPENDIX I



New Orleans Public Schools
401 Nashville Ave.
New Orleans, Louisiana 70115

High Stakes Override Parent Consent Form

It is my understanding that my child has met requirements to be promoted under the guidelines of the High Stakes Testing Policy Override. The final requirement is parental consent.

Decision of Acceptance

I, _____ give consent to
Parent's/Guardian's Name
_____ to promote my child, _____
School's Name Student's Name
as outlined in the SBLC/SATeam recommendation.

Parent's/Guardian's Signature Date

Decision of Rejection

I, _____ do not give consent to
Parent's/Guardian's Name
_____ to promote my child, _____
School's Name Student's Name
as outlined in the SBLC/SATeam recommendation. I understand that my child will be retained in accordance with the guidelines of the Orleans Parish Schools Pupil Progression Plan.

Parent's/Guardian's Signature Date

For School Office Use Only

A copy of this letter must be attached to the 300R, which documents the recommendation of the SBLC/SATeam to promote or retain the above named student. Both the 300R and the original copy of this letter are permanent records and must reside in the student's cumulative folder.

Received by: _____ Date: _____
Attached to 300R and filed by: _____ Date: _____

APPENDIX J



New Orleans Public Schools
3510 GENERAL DE GAULLE DRIVE
NEW ORLEANS, LOUISIANA 70114

Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to a High Stakes Testing Appeal

For Use With Initial 4th Graders

By the below listed signatures, the principal and the SBLC/SATeam members of

_____ attest to the fact that the
School's Name
work samples of _____ exhibit that he/she has the
Student's Name
ability to perform at the basic level in _____, which
Appeal Subject
is the subject for which the appeal is being considered.

For Use With Repeat 4th Graders and All Eighth Graders

By the below listed signatures, the principal and the SBLC/SATeam members of

_____ attest to the fact that the
School's Name
work samples of _____ exhibit that he/she has the
Student's Name
ability to perform at the approaching basic level in _____,
Appeal Subject
which is the subject for which the appeal is being considered.

SBLC/SATeam Committee's Signatures

_____	_____
_____	_____
_____	_____

Principal's Signature **Date**

For School Office Use Only
A copy of this form must be attached to the 300R, which documents the recommendation of the SBLC/SATeam to promote or retain the above named student. Both the 300R and the original copy of this form are permanent records and must reside in the student's cumulative folder.
Received by: _____ Date: _____
Attached to 300R and filed by: _____ Date: _____

APPENDIX K

LEAP Spring Administration

Non-Public School Students LEAP 21

Testing Registration Form - Present 4th, 8th and Home Schooling Students

Public School Selected to Administer Test: _____
(Applies Only to Present 4th Graders or All Home Schooling Students)

I. Student's Information:

Student's Name: _____
Please Print

Student's Current Louisiana Non-Public School and Grade: _____
Present School or List as 'Home Schooling' / *Present Grade*

Student's Date of Birth and Social Security Number: _____ / _____ - _____ - _____
MM/DD/YY Social Security Number

II. Parent's Information:

Parent's/Guardian's Mailing Address: Name _____
(Please Print) Street _____
City, State, Zip _____

Parent's/Guardian's Daytime Phone Number: (_____) _____

I am requesting that my child participate in the LEAP testing program to be administered in March. I understand that a \$25.00 money order only (**NO CASH or CHECKS**) made payable to *N. O. Public Schools* must accompany this application. I further understand that I may request that this fee be refunded if my child enters as a *N. O. Public School Student* in the *fall* of the following school year. ***The refund will be made payable to the name that appears in Section II above after October 1st.***

I agree that my child must adhere to the testing schedule and testing procedures established by the public school administering the test. Behavioral disruptions of any type will result in removal from the testing site and termination of the testing procedure.

Signature of Parent/Guardian Date

Relationship To Student

III. Return Information:

PRESENT 4th GRADERS or ALL HOME SCHOOLING STUDENTS - Please return this form and the money order to a *school site in your neighborhood where your child will be tested before a designated date in February.*

PRESENT 8th GRADERS - Please return this form and the money order to any public junior, middle or high school in your neighborhood *before a designated date in February.* Testing is scheduled to take place at Ben Franklin Senior High, 2001 Leon C. Simon. Notification of the testing schedule and time will be forwarded to you by mail. The letter you receive will be your admission ticket into testing. If notification is not received by March 1st, please contact the Department of Accountability Services at 304-3810.

APPENDIX L



LEAP Summer Administration Non-Public School Students LEAP 21

Summer POWER Testing Registration Form –
Present 4th, 8th and Home Schooling Students

Public School Selected to Administer Test: _____

I. Student's Information:

Student's Name: _____

Please Print

Student's Current Louisiana Non-Public School And Grade:

_____/_____
Present School or List as 'Home Schooling' Present Grade

Student's Date of Birth and Social Security Number: _____ / _____ - _____ - _____
MM/DD/YY Social Security Number

II. Parent's Information:

Parent's/Guardian's Mailing Address: _____
(Please Print) Name: _____
Street: _____
City/State/Zip _____

Parent's/Guardian's Daytime Phone Number: (_____) _____

- I am requesting that my child participate in the LEAP Summer POWER Testing Program to receive remediation through Orleans Parish Schools. The program is scheduled to be in operation the first week in June through the second week in July with the test administered after the last day of remediation. I understand that a \$100.00 money order only (NO CASH OR CHECKS) made payable to *N. O. Public Schools* must accompany this application. I further, understand that I may request that this fee be refunded if my child enters as a *N.O. Public Schools Student in the fall of the following school year. The refund will be made payable to the name that appears in Section II above after October 1st.*
- I am requesting that my child take the LEAP test, which will be administered in July after the Summer POWER remediation program. I understand that a \$25.00 money order only (NO CASH OR CHECKS) made payable to *N. O. Public Schools* must accompany this application. I further, understand that I may request that this fee be refunded if my child enters as a *N.O. Public Schools Student in the fall of the following school year. The refund will be made payable to the name that appears in Section II above after October 1st.*

I agree that my child must adhere to the testing schedule and the procedures established by the public school administering services and the test. Behavioral disruptions of any type will result in ejection from the program and/or removal from the testing site and termination of the remediation and/or testing procedure.

Signature of Parent/ Guardian Date

Relationship to Student

PRESENT 4th & 8th GRADERS or HOME SCHOOLING STUDENTS - Please return this form and the money order to the Summer POWER site where your child will be remediated **before the end of May.** If your child will be testing only, return this documents **one week before the first day of testing.**

LEAP

High Stakes Testing Policy

Revised

Paul G. Pastorek
State Superintendent of Education

May 2008

Pending Final Adoption by BESE

State Board of Elementary and Secondary Education

Ms. Linda Johnson

President
8th BESE District

Mr. Charles E. Roemer

6th BESE District

Mr. Walter Lee

Vice President
4th BESE District

Mr. Dale Bayard

7th BESE District

Ms. Louella Givens

Secretary-Treasurer
2nd BESE District

Mr. John L. Bennett

Member-at-Large

Mr. James D. Garvey, Jr.

1st BESE District

Ms. Penny Dastugue

Member-at-Large

Ms. Glenny Lee Buquet

3rd BESE District

Ms. Tammie A. McDaniel

Member-at-Large

Mr. Keith Guice

5th BESE District

Ms. Weegie Peabody

Executive Director

For further information, contact:
Mary Louise Jones or Sharon Compton
Division of Standards, Assessments and Accountability
(225) 342-3372

Marylouise.jones@la.gov
Sharon.Compton@la.gov

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.

This public document was published at a cost of \$80.00. Two hundred fifty (250) copies of this public document were published in this first printing at a cost of \$80.00. The total cost of all printings of this document, including reprints; is \$80.00. This public document was published by the Louisiana Department of Education; Division of Standards, Assessments and Accountability; P. O. Box 94064; Baton Rouge, LA. 70804-9064; to communicate to the public the State's new education reforms. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R. S. 43:31.

LEAP High Stakes Testing Policy (Grades 4 and 8)

A student may not be promoted to the 5th or 9th 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 or 8th grade LEAP and at the *Approaching Basic* achievement level on the other (hereafter referred to as the *Basic/Approaching Basic* combination). For promotional purposes; however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP only one time.

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

LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and mathematics at no cost to students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component (s) on the spring tests. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

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

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

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

Promotion/Retention Policies

Grade 4

A student may not be promoted to the 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 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 shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following:

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

LEAP Testing

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

Promotion/Retention Policies (cont'd.)

Grade 8

A student may not be promoted to the 9th 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 8th grade LEAP and at the *Approaching Basic* achievement level on the other.

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

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

The student who has repeated the 8th grade may be either

- 1) Retained again in the 8th grade.
- 2) Promoted to the 9th grade, provided that the student has scored at the *Approaching Basic* level on **either** the English Language Arts or Mathematics component of LEAP, has attended the current year LEAP summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject, and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an *Unsatisfactory* on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the *unsatisfactory* subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics.**
or
- 3) Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*, §2907.

LEAP Testing

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

Exceptions to the High Stakes testing policy

1. Policy Override – 4th and 8th grades

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

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

Policy Override – 8th grade only

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

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

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

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

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

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

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

4. **Waiver for Extenuating Circumstances**

A school system, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:

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

Documentation:

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

Student Eligibility/Retest Requirements:

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

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

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

5. State-Granted Exceptions:

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

Documentation:

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

Testing/Promotion Decisions:

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

The promotion policies outlined above will be reviewed in 2008.

APPENDIX N



NEW ORLEANS PUBLIC SCHOOLS OFFICIAL GRADE CHANGE FORM

School _____

Student's Name: _____

Identification Number: _____ Date of Birth: _____

Enrolled Grade level: _____ Course Title: _____

Reason for the student receiving a grade change, attach needed documentation:

Date the Grade was issued: _____ Semester Grade Received _____

Date of the Grade Correction: _____ Result of the Grade Correction _____

Grade changes must occur within twenty (20) days of the next semester from when the original grade was issued.

Teacher's Signature

Date

Counselor's Signature

Date

Data Specialist's Signature

Date

Principal's Signature

Date

Please provide a copy of this document for the following:
Student, Teacher, Counselor, and Data Specialist

APPENDIX O

Requirements of the Louisiana Educational Assessment Program (LEAP) Placements Charts

Performance on the Louisiana Department of Education LEAP - Criterion Referenced Tests (CRT) in grades 4 and 8 shall be the principal criterion for promotion.

THE LEAP CRITERIA FOR PROMOTION IN GRADES 4 AND 8 ARE AS FOLLOWS:

**State mandates for the Louisiana Educational Assessment Program (LEAP) are in bold print and are italicized. See LEAP for the 21st Century High Stakes Testing Policy Revised January 2005.*

Grade 4:

1. *A student may not be promoted to the 5th grade until he/she has scored at or above the Basic level on either the English Language Arts or Mathematics components of 4th grade LEAP for the 21st Century (LEAP 21) and scored 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.*

First Time Grade 4 Progression Chart

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Promote to 5 th
Passed	Basic	Unsatisfactory	Yes	Unsatisfactory- Math	Repeat 4 th
Passed	Basic	Unsatisfactory	No	Approaching Basic- Math	Promote to 5 th
Passed	Basic	Unsatisfactory	No	Unsatisfactory- Math	Repeat 4 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	Yes or No	Approaching Basic – ELA or Math	Repeat 4 th
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 5 th

APPENDIX O

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP Summer Remediation	Summer Retest	Placement Decisions:
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Repeat 4 th
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 4 th
Passed	Approaching Basic	Unsatisfactory	Yes	Unsatisfactory - Math	Repeat 4 th
Passed	Approaching Basic	Unsatisfactory	No	Unsatisfactory - Math	Repeat 4 th
Passed	Unsatisfactory	Basic	Yes	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Basic	No	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - ELA	Repeat 4 th
Passed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Repeat 4 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Promote to 5 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 4 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Approaching Basic – ELA and/or Math	Repeat 4 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA and/or Math	Repeat 4 th
Failed	Basic	Approaching Basic	Not Needed	Not Needed	Repeat 4 th
Failed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Repeat 4 th
Failed	Basic	Unsatisfactory	Yes	Unsatisfactory- Math	Repeat 4 th
Failed	Basic	Unsatisfactory	No	Approaching Basic- Math	Repeat 4 th
Failed	Basic	Unsatisfactory	No	Unsatisfactory- Math	Repeat 4 th
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Repeat 4 th
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Repeat 4 th
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Repeat 4 th
Failed	Approaching Basic	Approaching Basic	Yes or No	Approaching Basic – ELA or Math	Repeat 4 th

APPENDIX O

Failed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	No	Basic - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	Yes	Unsatisfactory - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	No	Unsatisfactory - Math	Repeat 4 th
Failed	Unsatisfactory	Basic	Yes	Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Basic	No	Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Repeat 4 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Repeat 4 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 4 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Approaching Basic – ELA and/or Math	Repeat 4 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA and/or Math	Repeat 4 th

In the event the district offers a free or for fee summer school program for students at grades 3, 5, 6 and 7 who failed promotional subjects during the school year, the SBLC/SATeam will determine promotion/retention for students who attend the summer program and successfully complete program requirements.

Students in grades K-8 who need course work to remove academic deficiencies may participate in any State Approved Academic Summer School within or outside the state of Louisiana. The principal of the home-based school must give authorization to the student wishing to attend an approved academic summer school. A report card must be presented to the home-based school upon the student's return to determine grade placement for the upcoming school year.

The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4th and 8th grade which may contradict the chart above, if LEAP 21 is the determinant. When the SBLC/SATeam may determine promotion or retention both appendices D and E must be completed and filed in the student's cumulative folder.

APPENDIX O

Grade 4 Repeaters Who are 12 by Sept. 30th Progression Chart

Promotional Criteria	4 th Grade ELA Spring	4 th Grade Math Spring	Attended LEAP Summer Remediation	Summer Retest	Placement Decisions:
Passed	Unsatisfactory	Unsatisfactory	No	No	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes or no	Unsatisfactory – ELA and Math	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes or no	Unsatisfactory – ELA or Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	No	No	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA and Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA or Math	Refer to SBLC/SATeam

NOTE: A student, who is 12 on or before September 30 and is classified as an initial 4th grader, shall be retained in the 4th grade.

The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4th and 8th grade which may contradict the chart above, if LEAP 21 is the determinant. When the SBLC/SATeam may determine promotion or retention both appendices D and E must be completed and filed in the student's cumulative folder.

Grade 8:

A student may not be promoted to the 9th grade until he/she has scored at or above the Basic level on either the English Language Arts or Mathematics components of 8th grade LEAP and scored at the Approaching Basic achievement level on the other (hereafter referred to as the Basic/Approaching Basic combination). For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP only one time.

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

- ◆ ***The student may be promoted to the 9th grade, provided that he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.***

During LEAP mandated Summer School, the district must offer 50

APPENDIX O

hours of remediation per subject (ELA & Math). OPSB requires that the student must attend a minimum of 90% of the 50 hours per subject, in order to have met the summer attendance requirement.

- ◆ ***The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test.***
- ◆ In addition to meeting the LDE High Stakes requirements to receive the waiver the student must also:
 - ❖ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **language arts** (oral and written communication, handwriting, and spelling) **mathematics, science and social studies** based on the required grade level benchmarks.*
 - ❖ The pupil shall attain at least a 70% average in the promotional subjects of health and physical education, and the elective combined.
 - ❖ ***The pupil will also attend a minimum of 160 days of school. ****
 - ❖ The pupil must pass district quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade. Grade level benchmarks as specified in the Orleans Parish School Board Local Curriculum Guides, which are correlated to the Louisiana State Content Standards, Benchmarks, and GLEs.

The District's Accountability Office will match the data files of each school using the three (3) criteria above. A list of students and an individualized student letter of the eligible students who have met all four (4) criteria will be produced and given to the middle grades one week after the summer test results are received by the Accountability Office. Each middle grades component will issue the letters to the eligible students. The student will use this letter to enroll on the high school level. The high schools will accept the letter from the Accountability Office as official documentation of the waiver and a copy of the letter is to be retained in the student's cumulative folder.

APPENDIX O

First Time Grade 8 Progression Chart

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Promote to 9 th
Passed	Basic	Unsatisfactory	Yes	Unsatisfactory- Math	Repeat 8 th
Passed	Basic	Unsatisfactory	No	Approaching Basic- Math	Promote to 9 th
Passed	Basic	Unsatisfactory	No	Unsatisfactory- Math	Repeat 8 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA or Math	Eligible for Waiver
Passed	Approaching Basic	Approaching Basic	No	Approaching Basic – ELA or Math	Repeat 8 th
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Eligible for Waiver
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 8 th
Passed	Approaching Basic	Unsatisfactory	Yes	Unsatisfactory - Math	Repeat 8 th
Passed	Approaching Basic	Unsatisfactory	No	Unsatisfactory - Math	Repeat 8 th
Passed	Unsatisfactory	Basic	Yes	Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Basic	No	Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - ELA	Eligible for Waiver
Passed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Repeat 8 th

APPENDIX O

Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Promote to 9 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and Math	Eligible for Waiver
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and/or Math	Repeat 8 th
Failed	Basic	Approaching Basic	Not Needed	Not Needed	Repeat 8 th
Failed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Repeat 8 th
Failed	Basic	Unsatisfactory	Yes	Unsatisfactory- Math	Repeat 8 th
Failed	Basic	Unsatisfactory	No	Approaching Basic- Math	Repeat 8 th
Failed	Basic	Unsatisfactory	No	Unsatisfactory- Math	Repeat 8 th
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Repeat 8 th
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Repeat 8 th
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Repeat 8 th
Failed	Approaching Basic	Approaching Basic	Yes or No	Approaching Basic – ELA or Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	No	Basic - Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	Yes	Unsatisfactory - Math	Repeat 8 th
Failed	Approaching Basic	Unsatisfactory	No	Unsatisfactory - Math	Repeat 8 th
Failed	Unsatisfactory	Basic	Yes	Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Basic	No	Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - ELA	Repeat 8 th
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Repeat 8 th

APPENDIX O

Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Repeat 8 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 8 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Approaching Basic – ELA and/or Math	Repeat 8 th
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA and/or Math	Repeat 8 th

**If a student fails English Language Arts and/or Math and/or Science and/or Social Studies with less than a 70% average, he/she is to repeat the 8th grade.

The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4th and 8th grade, if LEAP 21 is the determinant.

In the event the district offers a free or for fee summer school program for students at grades 3, 5, 6 and 7 who failed promotional subjects during the school year, the SBLC/SATeam will determine promotion/retention for students who attend the summer program and successfully complete program requirements.

Students in grades K-8 who need course work to remove academic deficiencies may participate in any State Approved Academic Summer School within or outside the state of Louisiana. The principal of the home-based school must give authorization to the student wishing to attend an approved academic summer school. A report card must be presented to the home-based school upon the student's return to determine grade placement for the upcoming school year.

NOTE: LEAP Remedial Summer School is mandatory for students who wish to become eligible for the Grade 9 Waiver, or an override, as outlined in the Louisiana State Department of Education's High Stakes Testing Policy, revised January 2005.



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

July 25, 2008

Mr. Darryl C. Kilbert, Superintendent
Orleans Parish School Board
3520 General DeGaulle Drive
New Orleans, Louisiana 70114

Dear Superintendent Kilbert:

Your request for a waiver of full implementation of the elementary-level foreign language mandate has been approved for the school year 2008-2009.

For further information concerning the foreign language mandate, please contact the Division of Curriculum Standards at (225) 342-1152.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Beben".

Nancy Beben, Director
Division of Curriculum Standards

NB:DGB:dgb

c: Ollie S. Tyler, Deputy Superintendent of Education
David Reste
Mary Louise Jones

APPENDIX Q

BILINGUAL/ESL EDUCATION PROGRAMS

PHILOSOPHY

"The right of the people to preserve, foster and promote their respective historic, linguistic and cultural origins is recognized." (Louisiana Constitution of 1974, Article XII, Section 4) The concept that it is the right of every child to be taught in a language that he/she understands might seem elementary; however, it is a concept that is often not understood and that is viewed by some as being revolutionary. This right is frequently not recognized and may even be actively resisted.

Bilingual schools formed part of the initial education movement in the U.S. and were instrumental in formulating the early educational philosophy of the public school system, thereby fostering positive self-image by transmission of language, tradition and values.


OBJECTIVES

- Increase academic achievement and improve work force readiness of LEP students.
- Establish a functional link of parents to their children's schools and to applicable social services.
- Improve instructional performance of teachers and staff.
- Foster respect and appreciation for students of diverse cultural backgrounds and ethnicities.

CURRICULUM

The two program models used to provide appropriate service to LEP pupils are:

- English as a Second Language (ESL) - provides intensive instruction in English through a variety of teaching strategies and methodologies individualized to meet the needs of the non/limited English speaking students. The ESL teacher is certified and serves as the "teacher of record" for language arts/reading.
- Bilingual Education - provides intensive English instruction while at the same time addressing content area instruction through the native language so the pupil does not fall behind in subject matter while learning English.
- Sheltered Instruction – delivers content area or core curriculum through simplified English and modified instruction.

APPENDIX Q
 **BILINGUAL/ESL EDUCATION PROGRAMS**

- Inclusion – provides targeted instructional support from ESL teachers for a particular subject area.
- Cognitive Academic Language Learning Approach (CALLA) – combines language, content and learning strategy instruction into an ESL transitional ESL approach.

The delivery options of these programs may be used in combination and are not mutually exclusive.

ORIENTATION CENTERS

All newly identified language minority students entering the NOPS for the first time must be directed to the nearest Orientation Center for testing, assessment, and placement at an appropriate ESL school site. Orientation Centers are located at: Bethune Elementary and Warren Easton Senior

ESL SCHOOL SITES:

Harte Charter	Einstein Charter	Mc Main Secondary High
Audubon Montessori Charter	Lusher Charter	Warren Easton Charter
Lake Forest Charter	Franklin Elementary	Edna Karr
Bethune Elementary	Hynes Charter	Mc Donogh 35

LEP pupils shall be provided instructional programs, which foster their success in math, Social studies and language arts. Non/Limited English Proficient Pupils will not be retained solely on the basis of lack of English proficiency and will not be placed in language-dependent courses until the pupil develops a degree of proficiency in the English language that will allow him/her to access the information presented and the materials used. (English Language Learner Program Handbook regarding specific instructions for placement, grading, and promotion of LEP pupils).*

The oral, writing, and reading portions of the IDEA Proficiency Tests, or the Language Assessment Scale (LAS), will be used to collect data needed to determine the level of English language proficiency for placement by developmental level. Tests are administered by a certified ESL teacher, or by trained orientation center personnel at designated centers.

Louisiana Student Residency Questionnaire Form

Louisiana School District ORLEANS School _____
 Your child may be eligible for additional educational services through Title I Part A, Title I Part C-Migrant, and/or Title X, Part C, Federal McKinney-Vento Assistance Act. Eligibility can be determined by completing this questionnaire.

1. Where are you and your family currently staying? Check one box.

<p>Section A</p> <p><input type="checkbox"/> Rent/own my own home.</p>	<p>Section C</p> <p>Were you affected by a natural-disaster/fire? _____</p> <p><input type="checkbox"/> Yes _____ (Name disaster)</p> <p><input type="checkbox"/> No</p>
<p>Section B</p> <p><input type="checkbox"/> Temporarily with another family because we cannot afford or find affordable housing.</p> <p><input type="checkbox"/> With an adult that is not a parent or legal guardian, or alone without an adult.</p> <p><input type="checkbox"/> In a hotel/motel.</p> <p><input type="checkbox"/> In a vehicle of any kind, trailer park or campground without running water/electricity, abandoned building or substandard housing.</p> <p><input type="checkbox"/> In an emergency/transitional shelter.</p> <p><input type="checkbox"/> Other /trailer/trailer park or campground with running water/electricity.</p> <p>CONTINUE: Please complete the remainder of this form.</p>	<p>For Homeless Liaison Use Only:</p> <p><input type="checkbox"/> Doubled-Up</p> <p><input type="checkbox"/> Doubled-Up/Unaccompanied Youth</p> <p><input type="checkbox"/> Hotel/Motel</p> <p><input type="checkbox"/> Unsheltered</p> <p><input type="checkbox"/> Sheltered</p> <p><input type="checkbox"/> Unknown</p>

2. Have you moved in the past 3 years to seek work as a paid laborer in any type of farming (sod, dairy, chicken, vegetable, citrus, or other) or fishing? (Check One) Yes No

3. If you checked a box in Section B, your child/children may be eligible for additional educational services through Title I, Part A, Title I Part C-Migrant, or Title X, Part C- Federal McKinney-Vento Assistance Act.

Student(s) Name		S.S.#	M/F	D.O.B.	Grade	School Name
First	Last					

4. Would you like to be contacted by a member of the school system's Education for Homeless Children and Youth program staff? Yes No

5. The undersigned certifies that the information provided above is accurate.

Print Parent/Guardian Name/Adult Caring for Student _____ Signature _____ Date _____

(Area Code) Phone number _____ Street Address _____ City _____ State _____ Zip _____

School Use Only

- Free or Reduced Price Meals Form submitted/signed
- Referral Form completed/submitted

Print Homeless Liaison _____ Signature (required) _____ Date _____



TITLE X, PART C

MCKINNEY-VENTO CONFIDENTIAL REFERRAL FORM

Louisiana School District ORLEANS PARISH SCHOOL BOARD

Date _____ Not In School _____

Student _____ (M/F) Parent/Guardian _____ Race _____

School _____ Age _____ Grade _____ Sp Ed Y/N _____ D.O.B. _____

S.S.# or I.D.# _____ Phone Number _____

Temporary Address _____ City _____ Zip _____

Referring Person _____ Position _____

Reason for referral: Problems listed below often prevent homeless children and youth from attending school. Please check the areas of concern which apply to the student identified above.

- ___ Student lacks a permanent residence
- ___ Student is unable to pay school fees
- ___ Immunizations are needed
- ___ A birth certificate is needed
- ___ Excessive absences are a problem
- ___ Lacks academic records and/or documentation
- ___ Academic problems indicate a need for tutoring
- ___ School supplies are needed
- ___ Transportation to school is a problem
- ___ Student/family needs assistance accessing community resources
- ___ Behavior indicates a need for mental health counseling
- ___ School clothes are needed:
 Sizes: Shirt _____ Pants _____ Shoes _____ Other _____
- ___ Free lunch form needed
- ___ Health problems are indicated
- ___ Guardianship is a problem
- ___ IDEA services needed _____ LEP/ESL services needed _____ Migrant services needed _____

Check all that apply:

- Doubled-Up
- Doubled-Up/Unaccompanied Youth
- Hotel/Motel
- Unsheltered
- Sheltered
- Unknown

COMMENTS: _____

(Other children in home: (Use back if necessary.) _____)

 School Personnel Signature

 Homeless Liaison's Signature

- *LIAISON'S SIGNATURE INDICATES STUDENT(S) MEET TITLE X, PART C REQUIREMENTS
- Original Sent to District Homeless Liaison
 - Copy Placed in Student's Cumulative Record