

Pupil Progression Plan

for

East Baton Rouge Parish School System

for

2008-2009

Submitted to Louisiana Department of Education

August 12, 2008

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SECTION I

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

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SECTION II

STATEWIDE MANDATORY CRITERIA

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

Placement and Retention Policies

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

High Stakes Testing Policy

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

A. Kindergarten and First Grade Entrance Requirements

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

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

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

required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

A. 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.

B. 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.

C. 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.

D. 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

E. 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.

F. 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.

G. 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.

H. 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).

I. 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.

J. 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)

K. 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.

L. 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)].

M. 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

N. 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.

O. Legislative Guidelines

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

SECTION III

LOCAL OPTIONS

Placement Policies

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

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

Departmental Guidelines

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

Other Local Option Factors

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

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

Do not delete any questions or leave questions unanswered.

A. Kindergarten Entrance and Screening

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

Every child entering kindergarten for the first time shall be given the Developing Skills Checklist (DSC) by McGraw Hill or other state mandated test. The test will be administered no earlier than thirty (30) days prior to the beginning of the school year or no later than 30 days after the beginning of the school year. The results of this screening shall be used for planning instruction to meet the

identified needs of the children. The parent or guardian of each child shall be advised of the results of the child's performance on the tests.

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

There is no policy on early entrance into kindergarten for students identified as gifted. However, students who are evaluated and identified as gifted attend the gifted classes at schools specified by the parish school system.

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.)

Children who are entering first grade (age 6 by September 30) and have not attended a state approved kindergarten program will be administered ***DIBELS (Dynamic Indicators for Basic Early Literacy Skills)***. ***This test measures letter naming fluency, phoneme segmentation fluency, nonsense word fluency. Children scoring at risk or deficit in these benchmark areas will not be considered for first grade.***

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

The 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 will be **DIBELS**.

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.

a. Promotion Policies for Kindergarten – Grade 5

- Retentions must be discussed with parents.
- The decision for promotion following summer remediation will be made by the appropriate school staff at the school where the child will attend the new school year. Change in grade placement must be determined within the first ten days of the student's attendance at the school.

To be promoted in grades K through 5, a student must meet the following criteria:

- An annual average of 70% (D average, one quality point without rounding) in both reading and mathematics. In grades 1-5 students must pass two other subjects.
- A “D” or higher must be earned during the third or fourth nine weeks periods.
- ***A performance level of on or above grade level in reading and math.*** The term grade level refers to the grade placement with respect to skills as indicated according to adopted textbooks and the comprehensive curriculum.
- Fourth graders must meet state criteria for High Stakes Testing in Language Arts and Mathematics in addition to EBR Pupil Progression Plan Policies. In addition, students in grade four must score at or above the Basic/Approaching Basic combination in English/Language Arts or Mathematics on LEAP to be promoted
- Any student not meeting these criteria may be required to attend the extended year program, if available, to be considered for promotion.

Parents must be given a review of their child’s progress at each conference period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.

The Progress Reports for grade K will be marked with the symbols, E, S and U.

“E” = 94% - 100% Excellence Performance

“S” = 70% - 93% Satisfactory Work

“U” = 0% - 69% Unsatisfactory Work

The Grading Scale for Achievement in Grades 1-5 is:

A =	94% - 100%	Outstanding Achievement
B =	88% - 93%	Good Achievement
C =	78% - 87%	Satisfactory Achievement
D =	70% - 77%	Minimum Acceptable Achievements for Passing
F =	0% - 69%	Failing

The teacher who has been responsible for instruction for at least 23 days of a reporting period marks students Progress Report.

Remediation shall be offered to students who score at the Approaching Basic or Unsatisfactory level on either the English/Language Arts or mathematics components of the 4th grade LEAP.

In order to move students toward grade performance, EBR shall design and implement additional instructional program options for those 4th grade students being retained. The purpose of the additional instructional options is to move the students to grade level proficiency by providing the following:

Focused instruction in the subject area(s) on which they failed to achieve the Basic/Approaching Basic combination on the LEAP, and

Ongoing instruction using locally developed curricula based on State-level content standards for the core subject areas.

Examples of instructional options may include alternative learning settings, individual tutoring, transition or acceleration classes, or other instructional options appropriate to the students' needs. EBR also designs and implements additional instructional options for students in grades 3 and 4 who have been determined to be at risk of failing to achieve the Basic/Approaching Basic combination on LEAP. Suggested options at the building level include:

- Inclusion (small group sessions, instructional aide, small classrooms of no more than 15 students),
- Transition/acceleration classroom of no more than 15 students,
- Academic services provided by a math and/or reading specialist,
- Before and after school tutorial services with on-going assessment,
- Extra computer time on skills needed, and
- Individual or group tutoring before, during and after school.

Retention Limit

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/or mathematics components of LEAP shall be made by EBR in accordance with the local Pupil Progression Plan.

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

- 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 Pupil Progression Plan.
- 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**.
- Instructional options will be planned within each school to accommodate the academic needs of students who are retained.
- If a student has already been retained in fourth grade for the current year, has attended the summer program, and has been retested and has not achieved the Basic/Approaching Basic combination on LEAP and is being recommended for promotion by the SBLC, then a request for a System Level review is to be made at the end of the summer program.

b. East Baton Rouge Parish Promotion Policies for Middle School Students – Grades 6, 7 & 8.

Criteria for Promotion and/or Alternative Placement

- Students must meet state attendance requirements by attending a minimum of 160 days.
- Students (6, 7 & 8) must meet local course requirements as follows:

A student in the middle school with a 7-period day schedule will be promoted if that student makes a passing grade for the year in 6 of the 7 courses taken or if that student passes 11 of the 14 semester credits. (With the exception of 8th grade criteria as noted below)

A student in middle school with an 8-period day schedule will be promoted if that student makes a passing grade for the year in 7 of 8 courses taken or if that student passes 13 of the 16 semester credits. If a student who changes schools goes from a 7-period to an 8-period day and ends up with 15 semester credits, he must pass 12 of the 15 semester credits.

Middle School Promotion Scale

1st 9 Weeks		2nd 9 Weeks		Semester Grade
F		D		D
D		F		F
B		C		C
C		B		B
C		F		D
1st Semester	+	2nd Semester		
F		D		Pass
D		F		Fail
F		C		Pass
B		C		Pass
A,B,C		F		Pass/Fail (SBLC recommended)
D		B		Pass

**The school administration must check report cards immediately upon receiving them. If the promotion status has not been determined, the administration must make the determination and inform parents prior to opening of summer school.

- Students who are enrolled in the Mayfair P.M. Academy and the Core Knowledge Acceleration Programs (CKAP) at other middle schools must pass six out of eight semester credits and maintain at least a 1.0 point average per course. Students enrolled in these alternative middle school environments will be enrolled in content area courses only, i.e. mathematics, English/Language Arts, science, and social studies. The aforementioned requirement does not apply to Staring Education Center or Mohican Education Center.
- The SBLC will make recommendations about Special Education students using the adopted policies of the LSBESE and the student IEP. LEAP criteria will be followed for 8th grade students.
- A student in the 8th grade must meet LEAP criteria for Promotion/Placement.

Grade 8 Promotion/Placement criteria

Regular promotion from grade 8 to grade 9

- A student must meet attendance and course requirements.
- A student who passes both the English/Language Arts and mathematics on the LEAP either in the spring or summer testing will

be promoted. This remediation and retesting will also be offered to on-level students who have disabilities.

- A student who fails to meet the criteria will be offered remediation and retesting.

c. High School Graduation Requirements

Graduation Exit Examination

In addition to completing a minimum of 23 Carnegie units of credit, the student shall also be required to pass the Graduation Exit Exam (GEE), as required by the State Department of Education (SDE) unless they are able to apply for the GEE waiver for students with disabilities (see appendix). All students must have satisfactorily completed all 23 Carnegie units and passed English/Language Arts, mathematics, and science or social studies of the GEE in order to participate in the graduation exercise. **Under no circumstances will a student be allowed to participate in a graduation exercise if he/she has not satisfactorily completed all the requirements for graduation as set forth in the Pupil Progression Plan.** All students who participate in the graduation exercise shall have been certified and deemed eligible to receive a diploma by the principal of the school from which the student is graduating. However, the Superintendent shall have the discretion to allow students to participate in graduation exercises when it is warranted by exceptional circumstances.

If by April of the graduating year students who have earned the required 23 Carnegie units and the required coursework and have passed the state required graduate exam shall not be allowed to re-enter any high school and continue to take additional courses. These students will be bestowed a diploma whether or not they choose to take part in formal graduation ceremonies. This policy does not apply to exceptional students who are eligible to continue to receive educational services.

Remediation and retake opportunities will be provided for students who do not pass the test. However, these students will not be allowed to register and schedule additional course work.

Grade Placement

Grade placement is to be determined only at the beginning of the school year for grades 9, 10, 11. Grade placement for seniors can be determined at any time.

- Grade 10 – by having earned no fewer than 5 units of credit
- Grade 11 – by having earned no fewer than 11 units of credit
- Grade 12 – by having scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year

ACT 1034

A student who exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if such student is:

(1) Seventeen years of age or older with less than (5) five units of credit toward graduation; (2) Eighteen years of age or older with less than (10) ten units of credit toward graduation; (3) Nineteen years of age or older with less than (15) fifteen units of credit toward graduation. (R.S. 17:224)

Credits

In Grades 9 through 12, units are earned based on semester grades. An "A" through "D", or "P" or "S" will earn whatever units are possible for the course. An "F" or other grades, such as "U" or "I" will not earn any units. Students receiving a certificate of achievement and participating to the best of their ability should receive passing grades but not Carnegie units.

The Board of Elementary and Secondary Education may approve five periods plus a Cooperative Education course for a total of eight credits. Students attending a Technical College earn ½ Carnegie Unit for a regular placement three-hour semester course equaling to 90 clock hours.

The student may take correspondence courses from Louisiana State University upon recommendation of the principal with approval by the Director of Secondary Education in the State Department of Education. Only one half Carnegie unit may be earned per semester course.

All credits must be counted the semester prior to the student's classification as a senior, and each student shall be notified as to the number of credits he/she will have at the end of the semester. This will depend on successful completion of all subjects taken during the semester.

3-year graduate	2 nd semester of 10 th grade
Midterm graduate	2 nd semester of 11 th grade
4-year graduate	2 nd semester of 11 th grade

Formal commitment shall be obtained from students on an appropriate form and approved by their parent/guardians indicating when they expect to graduate. This form should be in the school files for all seniors no later than the end of the second month of their senior year.

Credits for transfer students

In cases, where a student transfers into the East Baton Rouge Parish School System and has completed a year of study and has received only yearly grades with no semester grades indicated, grades should be doubled in ranking.

Examples: Civics-C; receives C for the 1st semester; C for the 2nd semester

Grading Scale and Conversion Table

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Units Attempted}}$$

$$\text{Quality Points} = \frac{\text{Numerical Value of Grade}}{\text{Total Units Attempted}}$$

Numerical Value Table:

<u>Marking Scale</u>	<u>Regular Course</u>	<u>Honors/Gifted Course</u>
A = 94-100%	A – 4	A – 5
B = 88 - 93%	B – 3	B – 4
C = 78 - 87%	C – 2	C – 3
D = 70 - 77%	D – 1	D – 1
F = 0 - 69%	F – 0	F – 0
I = 0%	I – 0	I – 0

Marks that appear on the report card and progress report are:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Acceptable Achievement
- I = Incomplete – failure to complete work.
If work is not completed for credit, “I” is treated as “F” in calculating GPA.
- F = Failure
- *S = Satisfactory
- *P = Pass
- *U = Unsatisfactory

NOTE: “I” - If a student receives an “I” for a final grade for the semester, the work must be made up, and the responsibility for all make-up work rests with the student in cooperation with the teacher.

High school students may repeat a course for self-improvement to establish eligibility to participate in programs requiring specific standards. **For the purpose of establishing eligibility, students may enroll in an accredited summer school sanctioned by the Board of Elementary and Secondary Education for self-improvement course work. It should be understood that students needing repeat work will be given first option for available seats followed by students desiring courses for self-improvement.** The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade.

For the purpose of self-improvement, students receiving a higher grade or grades will be granted the benefit of the higher grade or grades for determining eligibility for programs requiring specific standards. Further, a student may lose or gain eligibility within a given semester pursuant to the eligibility requirements set forth by the East Baton Rouge Parish School System and the Louisiana High School Athletic Association if tutorial services are evident.

Grade point averages will be computed utilizing all course grades including those that have been repeated for the purpose of calculating class rankings. A student who has achieved a grade of "A" should be encouraged to move to a higher level of instruction or a new competency rather than repeat a course since that student can earn only an "S" or "U" for a grade the second time.

Grade changes for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester and must have the approval of the building principal. The Chief Academic Officer must approve any deviation from this policy.

Class Rank for Determining Graduation Honors and Scholarships

Through the 2008-2009 school year, senior class rank will continue to be based on total quality points earned beginning with the first day of school, including all subjects taken in grades 9-12.

Honor Graduate

All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

Valedictorian and Salutatorian: Regular Education

Beginning with the graduating class of **2009-2010**, senior class rank will be determined by the students' weighted grade point average, including all subjects in grades 9-12. Co-valedictorians will be recognized if these students have earned exactly the same grade point average. **In the event that a co-valedictorian is recognized, there will be a salutatorian also.** To be considered for valedictorian and salutatorian, the students must be enrolled in that school for the entire senior year and must have been in attendance in this school system for the last four (4) semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Valedictorian and Salutatorian: Gifted Education

Any student who has completed four or more semesters in the gifted program will be ranked as part of the gifted graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted program for fewer than four semesters and is not enrolled in the gifted program during his/her senior year will be ranked as a part of the regular graduating class. The guidance counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Certificate of Achievement

Certificate of Achievement is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22.

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

The student has participated in general district and statewide assessments including all components of the Graduation Exit Exam 21 (GEE).

- If the student has failed a component of the GEE, the decision to retake that component of the GEE is an IEP team decision.
- If the student will not retake the component of the GEE, GEE remediation will not be provided.

If the student will retake the component of the GEE, the student will be provided GEE remediation.

The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).

The student has met attendance requirements according to Bulletin 741.

Transition planning has been completed and documented.

A body of evidence exists to document that the student had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content Standards in the areas of English/Language Arts, mathematics, science, and social studies and the foundation skills.

A body of evidence exists to document that the student 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.**

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

Any student who transfers into the school and has successfully completed 12 weeks of work in any given semester in a course(s) not offered at the receiving school and who cannot be placed in a comparable course should be given one half unit of credit. One half (½) unit of credit shall be awarded for each successful semester completed of a full unit course.

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

The 1-12 grading scale is:

94% – 100% - A
 88% – 93% - B
 78% – 87% - C
 77% – 70% - D
 0% – 69% - F

In K the grading scale is:

“E” = 94% - 100% Excellence Performance
 “S” = 70% - 93% Satisfactory Work
 “U” = 0% - 69% Unsatisfactory Work

Weighted Grades for High School Students

Weighted grades will be awarded to students in honors, gifted, and Advanced Placement courses based on the following quality points and grading scale:

<u>Letter Grade</u>	<u>Quality Points</u>	<u>Grading Scale</u>
A	5.00	94% -100%
B	4.00	88% - 93%
C	3.00	78% - 87%
D	1.00	77% - 70%
F	0.00	0% - 69%

When feasible, honors and/or gifted courses will be offered to high school students.

For middle school students beginning high school credit courses, grade and credit will appear on high school transcripts, but the quality points earned will not be used in determining high school grade point average or class rank.

The honors and gifted courses for high school will be selected only from the areas of English, mathematics, social studies, and science. The EBRP honors curriculum guides must be used in order for the course to carry weighted grades. Placing “H” after the course title will designate honors courses.

The Advanced Placement courses for high school will utilize Advanced Placement curriculum guides provided by the College Board. Advanced

Placement courses will be designated by placing “AP” after the course title. All College Board Advanced Placement courses carry weighted credit

If each AP teacher has not completed the course audit and has had the course syllabus approved by the College Board, that course cannot be designated as an AP course on student transcripts. Students may still take the course and are eligible to take the AP exam and will receive credit for their score that they receive on the AP exam.

College courses taken by students while enrolled in high school (concurrent enrollment) must have the prior approval of the principal or guidance counselor before enrollment. College credit received will carry weighted credit. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject. The course will appear on the high school transcript under one of the following titles:

College Mathematics	College English
College Science	College Social Studies
College Foreign Language	College Computer Science

Courses, which carry one or two hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three to five semester hours of college credit, will earn one full Carnegie unit. If a student transfers from one school to another, weighted grades apply for the purpose of awards given by the school only when the same honors courses are offered in the school to which the student transfers. However, the final transcript will reflect all weighted credit and appropriate honors course designation.

4. Describe the elementary foreign language program for academically able students in grades 4 – 8.
 - a. Explain the local definition of the term “grade level” or “on grade level.”
 - b. List the model program sites.
 - c. List the designated subject area(s) for foreign language.

Elementary School

Foreign Language instruction in the elementary school, should be incorporated in the school day for thirty (30) minutes daily in grades 4 and 5 as part of the language arts and/or social studies curriculum, and shall be optional for all others. Students on grade levels 4 and 5 who are not identified as academically able for instruction in the foreign language program shall receive instruction in basic skills from the classroom teacher during this period.

In grades 6, 7, and 8 a minimum of 150 minutes a week for foreign language shall be required and shall be a part of language arts time allotment. Required language instruction is contingent on funding. All middle schools are model program sites.

- a. The term grade level refers to the grade placement regarding exhibited proficiencies on grade level competencies with respect to a skill as indicated according to adopted textbooks and the comprehensive curriculum.
- b. All elementary schools that have foreign language teachers are model program sites.
- c. The foreign language program in the elementary school shall be a part of the language arts and/or social studies curriculum.

Middle school students with stanines of seven, eight or nine in total reading on the iLEAP and as recommended by teachers may take a foreign language in lieu of reading. Foreign language may be offered as an elective to those students who do not meet these criteria.

Dyslexia Program

Students identified as “at risk for dyslexia” have the option of having their needs addressed in the regular classroom with appropriate accommodations and modifications or of attending a multi-sensory program. At the elementary level the enhancement operates in place of instruction in language arts, and students must receive a satisfactory or passing grade in order to move to the next grade. At the middle and high school levels students may opt to take a dyslexia lab. The student must receive a passing grade in order to receive credit for the elective.

Criteria for promotion of students with characteristics of dyslexia that are in the specialized multi-sensory program include the following:

- Evidence of systematic, sequential, and cumulative progress in the acquisition of appropriate learning skills;
- Display of adequate knowledge and skills in individualized programs of study designed to address differing student ability levels, interests, and learning styles;
- Improvement in ability to read and write as evidenced in professionally acceptable instruments of assessments (checklists, portfolios, tests, etc);
- Sufficient classroom advancement to qualify the learner for educational strategies at a more complex level.

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

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

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

The local school system (EBR) may override the state policy for students scoring at the Unsatisfactory level in English/Language Arts and mathematics if the student scores at the Mastery or Advanced level in the other provided that:

- a. The student's highest score on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for approaching *basic*.
 - b. The student will have a 3.0 grade point average on a 4.0 scale in the subject on which he/she scored *Unsatisfactory* on LEAP.
 - c. The student must have attended the LEAP summer school.
 - d. The student must have taken the LEAP retest given after LEAP summer school session has been concluded.
 - e. The student must have met state-mandated attendance regulations during the regular school year and any locally mandated regulations during summer school session.
 - f. The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in English/Language Arts and/or mathematics.
 - g. Samples of work must be submitted along with the report card and test reports to the Chief Academic Officer.
 - h. Parental consent is granted.
4. 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.

If a student has already been retained in the fourth grade, has attended and passed the summer program for the current year, has taken the summer retest and has not achieved the Basic, Approaching Basic combination on LEAP and is being recommended for promotion by the SBLC, then a request for a System Level review is to be made at the end of the summer program.

5. 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.

A student who has been retained in fourth grade because of LEAP may be considered for promotion to sixth grade **ONLY** by documentation of meeting ALL the following criteria:

- A student must be 12 years old on or before September 30.
 - The student must achieve the Basic/Approaching Basis combination on the English/Language Arts and mathematics components of LEAP.
 - The student must meet academic and attendance requirements.
 - The student must be recommended by the SBLC.
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.

The District, through its superintendent, may grant 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 Approaching 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.
 - The student must have taken the LEAP retest given after 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 summer remediation program.
 - The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in English/ Language Arts and/or mathematics.
 - Samples of work must be submitted with the report card and test results to the Chief Academic Officer.
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.

No. The LEA does not offer an approved fourth grade transitional (4.5) class with the sixth grade promotion 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*.

Grade 8- LEAP

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.

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.

After the summer retest, the school system, through the 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 District 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 and passed 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.

Exceptions to the High Stakes testing policy may include:

Policy Override

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 21 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.

Modification for 8th grade students only - in addition to the current override_s

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 scores Approaching Basic or above in Science and Social Studies;
- the student has an overall 2.5 GPA on a 4.0 scale;
- the student has 92% attendance; and
- the student has participated in **both** the spring and summer administrations of LEAP 21 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).

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

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

- Retained again in the 8th grade,
- Promoted to the 9th grade, provided that the student has scored at the Approaching Basic level on either the English Language Arts or Mathematics component of LEAP, has attended the LEAP 21 summer remediation program offered by the District in, at a minimum, the Unsatisfactory subject, and has taken the summer retest administered at the conclusion of the summer program. If promoted with an Unsatisfactory on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the unsatisfactory subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics, or placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for Administrators, §2907.

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

The School Building Level Committee (SBLC) will deal with all questions that arise regarding the intervention strategies, referrals for consideration of 504 eligibility, promotion, retention, and placement in any education program of a student at any grade level. The SBLC report forms shall be filled out and sent to inform parents of any retention or placement of a student in a grade other than routine placement.

The SBLC functions

To arrive at a decision as to whether or not the student has met the standards for promotion. (The SBLC does not have the authority to promote a student who does not meet the standards for promotion.) The principal shall make the decision for placement when the SBLC is equally divided. The SBLC Report to Parents form concerning grade placement for the next school year should be mailed home.

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

The student must have attended the LEAP summer remediation program and must have met state-mandated attendance regulations during the regular school year and locally mandated regulations during summer remediation programs.

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.

- A. Policies for the Progression of Exceptional students who are participating in alternative assessment (LAA 1)

Students with the most significant cognitive disabilities are eligible to participate in LEAP Alternate Assessment (LAA 1). Although the student is eligible for LEAP Alternate Assessment, the IEP team may decide that the student should participate in the general statewide assessment. A student participating in LEAP Alternate Assessment (LAA 1) has an instructional program that emphasizes functional, rather than academic skills. A student participating in LEAP Alternate Assessment (LAA 1) is progressing toward a Certificate of Achievement. If a student continues to participate in LEAP Alternate Assessment, it is highly unlikely that he or she will earn a regular high school diploma. Students must pass all required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units in order to receive a regular high school diploma.

To be eligible to participate in LEAP Alternate Assessment (LAA 1), a student MUST meet ALL of the criteria listed below.

The student's impairments cause dependence on others for most, if not all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

- The student's instructional program emphasizes life skills and functional applications of the general curriculum.
- The student requires extensive instruction on functional skills in multiple settings (e.g., school, work, home, community) to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
- Current longitudinal data (e.g., classroom observation, task analyses, progress on IEP objectives, evaluations, and parental information) indicate the student should participate in LEAP Alternate Assessment.
- The decision for LEAP Alternate Assessment (LAA 1) is not solely based on the student's placement.
- The decision for LEAP Alternate Assessment (LAA 1) is not solely based on the student's disability according to Bulletin 1508.
- The decision for LEAP Alternate Assessment (LAA 1) is not solely based on excessive or extended absences.
- The decision for LEAP Alternate Assessment (LAA 1) is not solely based on social, cultural, and/or economic differences.
- The decision for LEAP Alternative Assessment (LAA 1) is not based on its anticipated impact on School Performances Scores.
- The decision for LEAP Alternate Assessment (LAA 1) IS AN IEP TEAM DECISION BASED ON THE NEEDS OF THE STUDENT; IT IS NOT AN ADMINISTRATIVE DECISION.
- Students meeting criteria for LEAP Alternate Assessment (LAA 1) must have one of the exceptionalities listed below as documented on the student's current multidisciplinary evaluation. Only one may be selected.
 - Profound Mental Disability
 - Severe Mental Disability
 - Moderate Mental Disability
 - Multiple Disabilities

- Traumatic Brain Injury
 - Autism
 - It is possible, though unlikely, that the LAA may be the appropriate assessment for a student with some other exceptionality who functions like a student with a significant cognitive disability.
- B. The student participating in the alternative assessment (LAA 1) will progress from one grade level to the next if he/she meets the following assurances:
- The student has met attendance requirements according to Bulletin 741.
 - Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
 - The student participated in the alternate assessment (LAA 1).
- C. Students with persistent academic disabilities who are served under IDEA are eligible to participate in LEAP Alternate Assessment, (LAA 2). Although the student is eligible for LEAP Alternate Assessment (LAA 2), the IEP team may decide that the student should participate in the general statewide assessment. A student participating in LEAP Alternate Assessment (LAA 2) has an instructional program that is predominately academic in nature and may include application of academic content across environments to ensure generalization of skills. A student participating in LEAP Alternate Assessment (LAA 2) is performing below grade level and **is highly unlikely to earn a high school diploma, but will be eligible to receive a Certificate of Achievement**. Students must pass all required components of the Graduation Exit Exam (GEE) and earn the necessary 23 Carnegie Units in order to receive a regular high school diploma.

To be eligible to participate in LEAP Alternate Assessment Level 2 (LAA) a student **MUST** meet **ALL** of the criteria listed below:

- The student scored at the *Unsatisfactory* level in English language arts and/or mathematics on the previous year's LEAP/iLEAP/GEE or participated in LAA 1 or LAA 2.
- The student's IEP reflects a functioning grade level in English language arts (including reading) and/or mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled.

- The student's instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalizations of skills.
- The decision to test the student in LAA 2 is not based on a disability category.
- The decision to test the student in LAA 2 is not based on placement setting.
- The decision to test the student in LAA 2 is not determined administratively.

The student participating in the Alternate Assessment (LAA 2) shall have promotion decisions determined by the SBLC if he/she meets the following assurances:

- The student has met attendance requirements according to Bulletin 741.
- Transition planning, as noted on the IEP, has been addressed by the student and documented by the teacher.
- The student participated in the Alternate Assessment (LAA 2).

GEE Waiver for Graduating Seniors with Disabilities

In June 2005, the Louisiana Department of Education and the Board of Elementary and Secondary Education adopted a waiver process for student with disabilities seeking a standard high school diploma. A student with a disability could be eligible to receive a diploma if the student passes all but one of the required components of the Graduate Exit Exam (GEE), meets all other graduation requirements, and has the required documentation for the waiver request, including evidence that the student participated in remediation and how the disability or disabilities impacted the student's inability to pass the assessment. The flexibility granted under this rule applies only to graduating seniors or students who have previously left school who have a disability or disabilities defined by the ***Individuals with Disabilities Education Improvement Act*** (IDEA).

The GEE is administered four times each year. The deadline for submitting waiver requests to the office of accountability for students who participate in the GEE is three weeks prior to the test date.

E. Limited English Proficient Students

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

The following procedures are in place to identify language minority students seeking attendance in East Baton Rouge Parish schools:

- All students registering must respond to Home Language Survey questions on the EBRPSS Student Registration and Data Verification Form - Language spoken at home; Language first acquired by student; Language most often spoken by student.
 - If a language other than English is indicated on any of the three questions, then the student is considered language minority and must be screened for English language proficiency at the ESL Office.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.
 - Identified language minority students, without state English Language Development Assessment (ELDA) scores, are administered the Language Assessment Scales (LAS) instrument which measures English proficiency in listening, speaking, reading and writing. Results from the LAS determine whether the student is “limited English proficient” and, therefore, is to be offered a specialized language program.
 - Designated district staff members are trained in the administration and scoring of the LAS to determine English proficiency.
 - If a language minority student has current state English Language Development Assessment (ELDA) scores (or similar tests from other states), then those scores are used to determine limited English proficiency status.
 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.

If a parent/guardian of an identified limited English proficient (LEP) student does not refuse services, the LEP student is placed in a comprehensive educational program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. LEP students have access to all additional services and programs available to other students.

LEP student placement is based on the results obtained through the LAS screening instrument or state ELDA scores. Students identified as LEP in any language domain will be coded LEP in the Student Information System (SIS).

LEP students must be placed in an age-appropriate grade. If a LEP student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. LEP students with records are placed in grades indicated on recent school reports.

The East Baton Rouge Parish School System's specialized language programs for English language acquisition and academic achievement are research based educational models:

- English as a Second Language (ESL): This approach is designed primarily to teach LEPs English language skills. The program also teaches study skills, content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.
- Sheltered English Instruction: An instructional approach similar to content-based ESL programs focusing on making academic instruction in English comprehensible to LEPs. In the sheltered classroom, teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in mathematics, science, social studies, and other subjects.

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

As detailed in the Office of Civil Rights guidance, LEP students can be exited from a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension so that they will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of their English-speaking peers.

When LEP students score full English proficiency on the ELDA in the language domains, they no longer require participation in the ESL and Sheltered Content classes. However, the student will retain LEP coding status in the SIS until the criteria in BESE Bulletin 111, Chapter 40 have been met:

“To be considered English proficient, a LEP student must score for:

- Two Years—at either the proficient level according to the LEAP assessments, and/or—at or above the 40th percentile composite score iLEAP tests, and
- One Year—at the Full English Proficiency Level V on the ELDA in listening, speaking, reading, writing and comprehension.

The school administrator is responsible for identifying qualified ELDA test administrators.

Designated persons at school sites are responsible for removing LEP status in the E Schools Plus, which serves as the information basis for SIS.

ESL teachers at ESL Center Schools and at the ESL Office will be responsible for monitoring academic progress, including formally reviewing benchmark assessments/grades on a regular basis. ESL personnel must provide parental notification if a student is reclassified as LEP.

F. Acceleration

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

The East Baton Rouge Parish School System is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows:

The classroom teacher provides enrichment and acceleration for these students in regular classrooms. If the student continues to need a more challenging placement, the school administrator, guidance counselor, parent, student, or any currently assigned classroom teacher of the student will request screening and testing for Gifted identification and services. Accelerated promotion may be considered for eligible students at the elementary and middle school levels.

Elementary and Middle School Opportunities for Acceleration

Elementary and middle school students of high ability are normally provided enrichment with other students of their own chronological age. In instances where a student seems out of place with his/her own age group and shows evidence of ability to fit in better intellectually, emotionally, and socially with a more mature group, an appeal should be made by a teacher, parent, guidance counselor, or principal to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher grade level than the student's normal placement. A Limited English Proficient (LEP) student must not be denied acceleration solely on the basis of English proficiency. Refer to Bulletin 1851: pp. 2, 3 and 13. Title IV, Civil Rights Act, 1964, 42 U.S.C. Section 200d and the Equal Educational Opportunity Act of 1974 20 U.S.C. Section 1703 (f).

“Middle school students intending to take Algebra I for Carnegie credit must demonstrate mastery of the eighth grade Grade-Level Expectations (GLEs) in mathematics by successfully completing an accelerated seventh grade course that addresses both seventh and eighth grade mathematics

GLEs and passing an exam developed by the Louisiana Department of Education or the EBRPSS Curriculum and Instruction Department on the eighth grade GLEs in mathematics before taking the Algebra I course.”

We reserve the right to administer a proficiency exam if necessary. Students at the middle school who are unsuccessful in the high school course at the end of the first nine-week period will be recommended for a placement change from the high school course to a middle school course in that subject area. When a schedule change is made, the grade earned in the high school course will be transferred to the middle school course. A form shall be sent home for a signature of parent and student explaining the implications of failing the high school credit courses. Teachers of these courses must be state certified in the subject area taught.

Proficiency Examinations for Home School Students and Non-Approved High School Students

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level. Proficiency examinations will not be given for honors course.

The testing instrument and the passing score shall be submitted for approval to the Division of Student Standards and Assessments, State Department of Education. The course title, year taken P/F (Pass or Fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts), P or F earned for proficiency credits will not be used in computing G.P.A. Standardized proficiency exams developed by the East Baton Rouge Parish Office of Academic Accountability will be administered to students requesting these exams by the office during the summer only. M.P.S. (Minimum Proficiency Standards) must be indicated in the remarks column. Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which they have completed or in which they are enrolled.

High School Opportunities for Acceleration

Alternative High School Program for Overage Middle School Students

The program for 8th grade students will be offered at Belaire High School, Glen Oaks High School, Robert E. Lee High School, and Tara High School for the 2008-2009 school year. Middle Schools feeding into the high schools will be grouped in the following manner:

Belaire High School: feeder schools include Broadmoor Middle School, Capitol Middle School, and Park Forest Middle School.

Glen Oaks High School: feeder schools include Crestworth Middle School, not including the Crestworth Pre-Engineering Academy.

Robert E. Lee High School: feeder schools include Kenilworth Middle School, Southeast Middle School, and Woodlawn Middle School.

Tara High School: feeder schools include Westdale Middle School and Glasgow Middle School.

To be admitted to an alternative high school for over-age students, a student in grade 8 must display signs of being at risk of dropping out of school and :

1. Failed to pass 8th grade at least once
2. Failed the LEAP test at least once
3. Be at least 16 years of age

The implementation of this program will enable the district to relieve overcrowding at the middle school level, better utilize the available space on identified high school campuses, and allow over-age eighth grade students to begin taking high school courses for Carnegie credit. Such courses may include, but not be limited to, physical education, foreign language, computer literacy or computer science, IBCA (Introduction to Business Computer Applications, and Education for Careers. All of the courses would be reflected in the student's career choice areas or needed for fulfillment of the high school graduation requirements

Since the aforementioned high schools have additional space ranging from 124-600 seats, these high schools will be used to expand the Core Knowledge Acceleration Program (CKAP).

Most high school campuses are in an 8-12 configuration with the state. In regard to school performance scores, high schools have potential bonus points with repeat eighth graders. If a student moves out of *Unsatisfactory*, the school could get 50 bonus points per subject. This is seen as a respectable boost and a sure incentive with the high school formula and need for additional points.

The high school curriculum will embrace the academic skills traditionally taught in **basic course work** (English/Language Arts, mathematics, science, social studies), **vocational skills** (computer literacy, job awareness and preparation, vocational skills training, and apprenticeship), and **social skills** (basic communication, conflict resolution, peer helpers, and community service).

Each student enrolled in the program will have a specific "Individual Learning Plan"- I.L.P.- developed for his/her academic, social, and physical learning style and career-analyzed needs. Computer-based instruction will be used to provide students with instructional software that will allow them to move through the required curriculum at an individualized, faster pace.

Successful completion will be evidenced by passage of the LEAP test in all core areas- English/Language Arts, mathematics, science, and social studies.

Advanced Placement Program

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

- a. Procedures established by the College Board must be followed.
- b. Courses listed in the Program of Studies may be designated as Advanced Placement courses without requesting permission from the State Department of Education by inserting the words Advanced Placement in parentheses following the title on the Certificate of High School Credit.
- c. Adding elective courses to the Program of Studies for Advanced Placement may be done.
- d. Refer to Standards 2.105.443 and 2.105.50 (Bulletin 741, Rev. 6/89).

High School Credit for College Courses (Applies to Students Attending College Part Time)

- a. The following policies apply to students attending colleges or other post secondary institutions on a part time basis.
- b. The principal of high school shall approve in advance the course to be pursued by the student in college.
- c. The student shall meet the entrance requirements established by the college.
- d. The principal of the high school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.
- e. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
- f. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at the six-or nine-week intervals.
- g. College courses shall be counted as high school subjects for students to meet eligibility requirements to participate in extra-curricular activities governed by voluntary organizations.
- h. Students may participate in college courses and special programs during regular or summer sessions.
- i. For gifted students, entry into a college course for credit shall be stated in the student's IEP.

High School Credit for College Courses in Vocational Education (Applies to Students Attending College Part Time)

- a. The student shall meet the entrance requirements established by the college.
 - 1) The principal of the school shall approve the advanced offering to be taken by the student in college.
 - 2) The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at six or nine-week intervals.
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.

If the SBLC determines that such accelerated promotion would probably be advantageous for the student, then the following criteria must be met:

The student must show documented mastery skills and concepts in math, reading, and other facets of language arts by these means: score in the ninth (9th) stanine of above the 96th percentile on standardized test in total reading and math or the advanced level on LEAP in English/Language Arts and Mathematics.

The Accelerated Promotion Committee, which will consider possible accelerated promotion, shall be composed of five members: the classroom teacher, principal, counselor, a designee of the central office (E.g. Director, Gifted Supervisor, Physical Education Teacher, etc.), and the parent. Both parents are encouraged to attend the conference, but together they are considered as one member of the committee. The recommendations for acceleration must be supported by a minimum of four members of the committee and should be based on careful review of all the data and probably success of student adjustment.

- a. Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.
 - b. No student will be considered for accelerated promotion more than (2) times total during the period of grades 1-8.
 - c. Review of placement for any proposed acceleration for the next school year must be indicated prior to the last grading period of the current school year.
3. Describe any applicable policies and procedures for grade “skipping.”

Grade “skipping” must follow the same criteria as listed for the accelerated promotion.

4. Describe any policies governing services for gifted students.

Exceptional Students: Academically Gifted and/or Talented

Criteria

The East Baton Rouge Parish System provides appropriate means for students with superior ability whose needs cannot be met in the regular classroom. The provisions are as follows:

Students with superior ability as defined by the Pupil Appraisal Handbook of the Louisiana State Department of Education Bulletin 1508 are identified gifted and/or talented according to State criteria and eligible to participate in the Academically Gifted and/or Talented program.

Placement

Information from the East Baton Rouge Parish School Board Pupil Appraisal Approved Evaluation, teacher recommendations and concerns, and parental concerns are used by the IEP Committee to determine placement for Gifted students.

The IEP is designed to meet both academic and emotional needs of the Gifted student.

Site determination is made by the Supervisor of the Gifted and Talented Programs in accordance with space availability.

a. Accelerated Grade Placement

Careful consideration should be given prior to recommending gifted students for an accelerated grade placement. Accelerated grade placement does not take the place of gifted education. Students receiving services as gifted have an IEP to address and meet their special needs. Parents can refuse gifted services at this time.

b. Revision of Gifted and/or Talented Placement

IEP Goals and Objectives are reviewed through the IEP process at least once a year. At that time, the IEP committee makes revisions and additions to the IEP as needed to meet the individual needs of the student. Recommendations for a re-evaluation or change of placement can be requested by anyone on the IEP committee at any time.

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

High school credit taken by elementary and middle school students may be earned according to provisions of Bulletin 741.

G. Transfer Students

1. Describe the policies for the placement of all students, including kindergarten, transferring from all other systems and the provisions for awarding credit for elementary (K – 8) and secondary (9 – 12), including:
 - a. Approved schools within the state (public/nonpublic)
 - b. Approved out-of-state schools (public/nonpublic)
 - c. Unapproved schools (public/nonpublic)
 - d. Home Study
 - i. Provisions for LEAP/iLEAP Students
 - ii. Names of the entrance tests used to determine grade placement
 - iii. List the procedure for determining Carnegie credit for high school students

When an over-aged student transfers into East Baton Rouge Parish during the school year and is inappropriately age placed, the school administrator and the appropriate assistant superintendent shall determine the appropriate placement. ***LEAP policies must be followed for students entering grades 5 and 9.***

Transfer from Approved Public Schools within the State/Outside of Louisiana (Regular education students)

Transfers from school systems within the state but outside the parish are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Documentation shall include a properly certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

Students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school (state approved and unapproved), any out-of-state school or home schooling program shall be required to pass both the English/Language Arts **and** mathematics portions of the state-developed LEAP placement test. After February 15, any 5th or 9th grader is not required to take these placement tests. Out-of-state residents do not have to take the placement test if they were promoted to the fifth or ninth grade.

Transfer from Approved Non-Public or Foreign School System

a. Regular Education Students

A student shall be received from a non-public or foreign school when official transfer materials from the sending school are received from the sending school. The transfer materials must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). The transfer materials will be used to determine initial placement of the student. Members of the School Building Level Committee may review available information to determine final placement after careful study of transcripts.

b. Exceptional Students

The department of Exceptional Student Service must be contacted when a student entering East Baton Rouge from an approved non-public or foreign school system claims to be eligible for special education services.

c. Placement by Language Categories

- The school shall determine placement of primary English-speaking students transferring from foreign schools. The State Department of Education (SDE) shall accept this determination.
- The school administration is responsible for issuing the Home Language survey and directing all applicants possessing a primary/home language other than English to the Registration Center for Foreign Students housed at the ESL Department located in the IRC. This student will be tested to determine appropriate placement. A non-or-limited English-speaking student (K-8) entering this school system with no records shall be placed no more than one grade level below the appropriate to the chronological age. Students who will be sixteen (16) years of age prior to September 30 of the current school year with no records will be placed in ninth grade. For grades 9-12, students with records will be placed according to Carnegie units earned.

Transfer from Non-Approved Schools

A high school student who has been attending a non-approved school shall be required to pass a proficiency examination on any academic subject for which credit is claimed. Proficiency exams for academic subjects shall be administered at the school where the student is applying. A passing score of 70% is required for all tests.

An elementary or middle school student shall provide evidence of having mastered content standards in reading and mathematics for any grade placement, which the student claims.

The evidence will be provided by:

- Scoring at an acceptable level on tests appropriate for the grade level.
- Documentation of successful classroom performance of academic work during the first four weeks the student is enrolled.

The student shall be placed no higher than one additional grade per year since the previous school placement of the student in a state approved school.

If the correctness of the student's placement (grades K-8) is in question, the school administrator or designee may administer tests and provide documentation for the SBLC to use in determining the student's placement. The principal shall convene the SBLC to make a decision as soon as possible.

Transfer from Home Schooling

Procedures

Students of all grade levels who have been on state approved home schooling programs and wish to re-enter the East Baton Rouge Parish School System will:

- Report to the assigned school.
- Present a copy of the approved application for each year that the student has been in the home study program.
- Present a report that provided information about the program of studies pursued by the student while in home study.

Placement

- Students who took and failed English or mathematics in the spring or summer prior to 5th or 9th grade shall not be placed in 5th or 9th grade if they reenter public school.
- Students will not be placed higher than one additional grade per year since the previous placement of the student in a state approved school.
- To determine elementary placement for home school students the assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students.

These tests include tests similar to iLEAP in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The principal's designee shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

Students in grades 5 and 9 transferring to the public school system from any in state nonpublic school (state approved and unapproved), any out-of-state school or home schooling program shall be required to pass the English/ Language Arts **and** mathematics portions of the state-developed *LEAP* placement test. After February 15, any 5th or 9th grader is not required to take these placement tests. Out-of-state residents do not have to take the placement test if they were promoted to the fifth or ninth grade.

- Middle school placement for home study students

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry.

The student shall be placed using the following data:

- Evaluations from norm referenced tests.
- Tests similar to LEAP in reading and mathematics and/or iLEAP results
- Recommendations by the School Building Level Committee

High School placement for home schooling students

The home schooling student should re-enter at the beginning of the school year. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams administered at the school where the student is applying. These tests are to be taken within 10 days after placement into the school system.

2. Describe the procedures for Interim IEPs.

Within the state with records

Students who have been receiving special education services in another Louisiana parish school system and transfer into the East Baton Rouge Parish School System shall be enrolled in the appropriate special education program with their current IEP or, if no current IEP is available, through the development of a Review IEP. Services must begin within 5 days. If the services are not appropriate, an IEP must be held within 10 days.

Outside the state with records

Students with documented impairments who transfer into the East Baton Rouge Parish School System and who were receiving special education in another state will be initially enrolled in a special education program concurrent with the Pupil Appraisal evaluation.

This enrollment process will occur within ten business days and will include:

- Review of all available evaluation information by Pupil Appraisal
- Development of an IEP
- Formal parental approval of the placement
- Approval by the Director of Exceptional Student Services (If interim is

requested)

Evaluation timelines and the placement shall follow guidelines in Bulletin 1706.

The initial IEP/placement document shall be developed within thirty (30) calendar days from the dissemination date of the written evaluation report.

Without records

A student who is unable to present special education records should be enrolled and simultaneously referred to the department of Exceptional Student Services contact person. That office will assume responsibility for verifying the student's special education eligibility status via electronic, telephonic, and other means.

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

These tests include tests similar to iLEAP in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's re-entry date. The guidance counselor at the individual schools shall be responsible for administering the test. If the student's placement is in question, the principal will convene the SBLC.

H. Retention Policy

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

A SBLC may meet when it is determined that a child is in jeopardy of not meeting the promotion requirements for the present grade. The role of the SBLC shall be to assist the classroom teacher in designing intervention strategies that could further ensure meeting the requirements for promotion. This should be done as early in the school year as possible. A parent teacher conference must be held and documentation of interventions provided before a SBLC conference. Once the teacher has requested the SBLC it shall be the responsibility of the SBLC Coordinator to notify the parent, teacher and others in writing of the meeting by sending a letter home to parents or placing a telephone call to the parents. At the beginning of the third nine weeks, parents should be notified **in writing** that their elementary or middle school child's promotion is in jeopardy.

Previous Retention

The first time a student is placed in a transition class shall not be counted as retention in that the child can be accelerated to his proper grade placement within the school year. The teacher will use new and different teaching strategies during the transition period that will lead toward the mastery of the deficient skills.

Students shall not be retained more than once in grades K-3 and once in grades 4 and 5 for a total of two times in K-5 unless LEAP policies specify otherwise for grade 4. Follow-up interventions must be in place to address academic deficiencies of students during the "retention" year. Those interventions must be well documented to demonstrate efforts to promote academic growth. LEAP policies must be followed.

Students who have been retained must be referred to the SBLC for consideration of Referral to the Pupil Appraisal Team to determine if an individual evaluation is warranted. Results must be documented and kept in the cumulative folder.

The number of times a student is retained in 6th, 7th, or 8th grade shall be based on Courses passed, age, attendance, LEAP or iLEAP scores and recommendation of SBLC.

***If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the state requirements take precedence.**

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

Retention Limit

Fourth Grade

- The student will be retained one time in grades K-3.
- If a student has been in fourth grade twice, attended the summer program and has been retested in the summer program and has not achieved the Basic/Approaching Basic combination on LEAP and is being recommended for promotion by the SBLC, then a request for a System Level Committee review is to be made at the end of the summer program.

The SBLC will meet to determine the appropriate placement for the student.

- In the eighth grade there is no retention limit for grade 8. However, a student who is sixteen years of age may choose Option 3 which is the Pre-GED/Skills Option.

I. Alternative Schools/Programs/Settings and Adult Education

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

Alternatives to regular placements are established to address the needs of all students in meeting the state mandates for promotion.

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

Placement of a student into Option III
(Pre-GED Skills Program)

A Student must:

- Be 16 years of age or older or
- Turn 16 before the end of the year and
- Meet one or more of the following criteria;
 - Student has shown that he can probably pass the GED test and/or
 - Student has shown that he is capable of working independently in a competitive job market
 - Is 16 years or older or will be 16 before the end of the year, and
 - Age/Carnegie unit ratios must be: 17/5; 18/10;19/15 (Two or more years behind his peers), or
 - Has not passed 8th grade ELA or Math LEAP, or
 - Has not passed a portion of GEE, or
 - Participated in alternate assessment or
 - Has limited English language proficiently
- Enrollment is voluntary and requires parent guardian consent
- Student has failed the English/Language Arts and Mathematics portions of LEAP for grade 8 at least once
- Student will be included in accountability
- Student will take the 9th grade iLEAP
- Student data will be sent to the appropriate high school

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

The East Baton Rouge Parish School Board is committed to offering programs at every level that address the needs of its students in meeting all state guidelines.

Elementary Discipline Centers

The elementary discipline centers provides alternative placement for students whose behavior requires removal from the home-based school setting. The staffing includes one certified teacher and certified aide.

The centers provide instruction for students in grades K-5 who commit zero tolerance offenses and/or students who require short-term (3-5 days) or long term (6-20 days) suspension, and who are expelled.

Alternative Middle Schools and Programs for Overage Students

The programs for middle school students will be offered at Mohican Education Center for students living North of Choctaw and Staring Education Center for students living south of Choctaw. Overage Middle school programs exist at all middle schools with the exception of Glasgow, McKinley, and Sherwood Middle Schools. To further assist students who are two or more years behind their peers, the district will operate a P.M. overage program at Mayfair Elementary.

To be admitted to an alternative middle school for overage students, a student in grades 5-8 must display signs of being at risk of dropping out of school. Identification markers include:

1. Recommendations through the SBLC process from sending school
2. Students who are three years behind grade level as determined by age on September 30 of that school year
3. Students two years behind (space available) to be considered subsequently
4. Students with excessive absences/tardies from school due to illness, frequent moves, extenuating circumstances, parenting or independent living arrangements
5. Students with academic deficiencies or performance below assessed skills levels
6. Students needing small group instruction or non-traditional teaching, and individual learning plans
7. Students without severe discipline problems

8. Students who are targeted for participation in the middle schools range in age from twelve to sixteen years of age and are enrolled in schools that are considered to be traditional; subsequently their needs are not being met.
 - Students one or more grade levels behind and have failed LEAP at least once
 - Students in grades 5-8 who are seriously challenged and are at risk of dropping out of school

The middle school curriculum will embrace the academic skills traditionally taught in basic course work (English/Language Arts, mathematics, science, social studies, physical education), vocational skills (computer use, job awareness and preparation, vocational skills training, and apprenticeship), and social skills (basic communication, conflict, resolution, peer helpers, and community service).

Each student enrolled in the program will have a specific “Individual Learning Plan – I.L.P.” developed for his/her academic, social, and physical learning style, and career analyzed needs. Computer-based instruction will be used to provide students with instructional software that will allow them to move through the required curriculum at an individualized, faster pace.

Students who are enrolled in the middle school programs must pass 75% of their course work or six out of eight semester credits. Students enrolled in alternative middle school environments will be enrolled in content area courses only, i.e. mathematics, English/Language Arts, science and social studies. The aforementioned requirement does not apply to Staring Education Center or Mohican Education Center.

The Middle School Alternative Schools will provide an extended year program during each summer. This program is designed to improve the level of academics for students that have been accelerated during the school year. Students in the 6th and 7th grades who have been accelerated during the school year and do not score at or above the 35th percentile on the IOWA will be required to attend the summer program to be promoted to the next grade. This promotion will be granted after successful completion of the summer program. Students who hope to be accelerated during the next school year will also be encouraged to attend the summer program to better prepare them for acceleration.

Valley Park Alternative School

The program for suspended or expelled students in grades 6-12 is located in Valley Park on Balis Drive. The program is called Second Opportunity for Success (S.O.S.). It is an approved high school and middle school serving students who have committed discipline offenses resulting in long-term suspension (10-20 days) or expulsion.

The mission of the Valley Park Program is to educate suspended/expelled middle and high schools students from throughout the parish. Students are eligible to earn grades and Carnegie units.

Northdale Magnet Academy

Northdale Magnet Academy is a uniquely different school that provides 130-150 students from throughout the parish a second opportunity to earn a high school diploma. Students are assigned to one of three educational programs: traditional, competency based, or GED Preparation.

It provides an alternative approach to learning for students who are at risk of dropping out, or have dropped out and are seeking a high school diploma.

Students are placed in this school through application. The Northdale Review Committee determines eligibility based on at-risk criteria.

Arlington Preparatory Alternative Program

This program is located at the Arlington Preparatory Academy. It is an alternative program for at-risk 9th-12th grade students who are not successful in their current setting.

The mission of the Arlington Preparatory Alternative Program is to provide a small, non-traditional learning environment for at risk 9th-12th grade students who are at risk for dropping out of school.

Students are placed in the program when the referring school makes a request to a review committee that determines eligibility. Parental consent is required for students to attend.

Juvenile Continuing Education Program

This program is located at Rosenwald Center. It serves expelled students in grades 6-10.

The program offers students an opportunity to continue their education and improve behavior through the guidelines of qualified professionals using an individualized instructional approach.

Baton Rouge Juvenile Services – Detention Center

This program for juvenile offenders is located in the Juvenile Court Building. It is a fifty-two (52) bed lock-up facility for regular and special education students ages 10-17. The City Parish Government operates the center; however, the East Baton Rouge Parish School System provides the educational services.

Students are placed at this facility as a result of court proceedings. The duration of the students' stay varies with the offense.

Mayfair P.M.

This program consists of four regular teachers and one lead teacher that are being funded with the tax renewal. Unlike traditional school, the P.M. Academy will operate on a p.m. schedule, beginning at 11:30 a.m. and ending at 5:30 p.m., Monday through Friday. Although this program exists at a current middle school site, it will not be a part of the curriculum framework of the schools.

Core Knowledge Acceleration Program

The CKAP program will operate concurrently with traditional school hours Monday through Friday. Although these programs exist at a current middle school site, they will not be a part of the curriculum framework of those schools.

Hospital/Homebound Program

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned.

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 not include copies of policies identified in *Bulletin 741.*)**

The East Baton Rouge School System is committed to providing an academic education program to adults to help them upgrade their skills in reading, mathematics, and language that could result in obtaining a Louisiana High School Equivalency Diploma. In addition, the East Baton Rouge Adult Education Program is committed to providing basic skills remediation and enrichment help to adults possessing a high school education who are in need of these services. (Bulletin 741, Rev. June 2000)

Criteria for Selection

The adult programs are provided for persons seventeen (17) years of age or older or sixteen (16) years of age with an approved Department of Education Waiver Request.

Program Format

- a. The students enrolled in the adult academic program will not address the Louisiana Minimum Competency Standards.
- b. There are four full-time and several smaller adult-learning centers strategically located within the school system.
- c. The eligible student may enter, enroll, and exit the program at any time during the calendar year.

- d. The student attends the learning center when it is convenient for him/her.
- e. A student 17 years or older (16 years old with an approved Department of Education Waiver Request) may enroll in the adult education program during the summer months to receive basic skills remediation in reading, language, and mathematics on an individualized, self-paced basis. Details can be obtained from the Director of Adult and Continuing Education.
- f. The adult learning center concept subscribes to individualized instruction based upon the student's needs, and permits the student to establish a learning pace commensurate with ability and rate of attendance.
- g. To qualify for the General Educational Development (GED) Test, an individual shall be 19 years of age or above. Individuals between 17-18 years of age and 16 years of age with an approved age waiver may qualify for the GED Test by taking the official Half Length Practice Test and scoring a minimum of 410 on each part with an average of 450.
- h. Individuals who achieve a standard score of 410 or above on the five (5) areas of the GED test and an average of 450 on total battery are awarded a Louisiana High School Equivalency Diploma.

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.

Review of Placement addresses procedures to be used in implementation of the Pupil Progression Plan.

Review of Placement in Individual Cases

Review of decisions on educational placement of an individual student within a school may be initiated at any time by the principal of the school that the student attends, a classroom teacher who teaches the student, parents or legal guardians of the student, or the student who is of legal age. The principal shall convene the SBLC.

If current local data is not available, selection and administration of appropriate tests shall be determined by the SBLC. Such tests shall be administered within five (5) school days to provide documentation of the student's current level of mastery of state grade appropriate standards. The SBLC, using the SBLC Report to Parents form, shall communicate its determination of educational placement for the student in writing to the parent (s) or legal guardian (s).

If parents question the placement decision, the SBLC should refer to Due Process Guidelines.

Review of Placement of the Non-English Speaking Student

When already enrolled in the local school system, a non-English speaking student may be inappropriately placed below grade level because of a language barrier. Placement of these students will be reviewed by the principal in consultation with the English as a Second Language (ESL) teacher and the classroom teacher who will recommend proper placement based on the Language Assessment Scales, classroom performance, and one of the following: teacher-made test, transcripts, or teacher observation.

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.

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18. Parental request must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records. Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school personnel.

When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request:

- a. Cumulative folder
- b. Test data card
- c. Health record card
- d. Report card
- e. Evaluation reports
- f. Records maintained in connection with East Baton Rouge Pupil Progression Plan.

- g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
- h. Review of Disciplinary Action Form for identified exceptional students
- i. Individual Educational Program Placement/Instructional Document (IEP)
- j. LEAP Records
- k. Parent Remediation Refusal Forms
- l. 504 Records
- m. Individual student's grades and attendance reports

Procedure for Challenging Contents of Records

Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a "full and fair" opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days subsequent the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school level may appeal to the superintendent, through the administrative channels of the Office of Civil Rights, HEW, and if dissatisfied with decisions rendered by these agencies, seek redress through the appropriate court system.

Transfer of Student Records

The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

The forwarding of 504 records is required to enable receiving schools to maintain necessary accommodation plans. All requests for Special Education records from out of the parish shall be channeled through the East Baton Rouge Parish Special Education Department. The East Baton Rouge Parish Special Education Department will be responsible for the forwarding of Special Education Records for students, currently or formerly served after receiving written parental permission. Discipline records for the current school year should be forwarded to the receiving school when a student transfers. Disciplinary documents are not to be housed in the cumulative folder.

Maintenance of Records and Reports

The following records and reports must be maintained for each student.

- a. Course grades
- b. Scores on the Louisiana Educational Assessment Program
- c. Scores on local testing programs and the screening instrument necessary to document the local criteria for promotion and screening outlined in Act 1120
- d. Information (or reasons) for student placement (see definition of placement) Information on the outcome of student participating in remedial and alternative programs
- e. Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA)
- f. 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 on file
- g. A copy of the parent's written consent for either the placement of the student in or the removal of the student from alternative to regular placement on file
- h. Documentation of the parent/guardian's having been informed in writing of the decision to retain a student and of the system's due process procedures relating to placement procedures (as defined in the system's Pupil Progression Plan)
- i. Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973

Policies on Cumulative Records

These policies must be followed when recording, requesting, and sending student information:

Cumulative File

- a. East Baton Rouge Parish Schools shall maintain permanent records of each student's placement, K-12. Each record shall be kept as part of the student's cumulative file. Handwritten information should be entered in black ink, unless otherwise indicated. Information should be current and legible.
- b. Record Cards
 - 1) Grades K-5 and new elementary students, a green folded FAMILY DATA, SPECIAL PROGRAM, and TEST INFORMATION card. MOI # (500-220-6350)
 - 2) Grades 6-8 and new middle school students, a white SCHOLASTIC & TEST RECORD card. MOI # (500-22-6360)

- 3) Grades 9-12 and new high school students, a pink SCHOLASTIC & TEST RECORD card. MOI # (500-220-6370)

Contents of Cumulative Records

- a. SID Number on outside of Cum Folder
- b. Home Language Survey Form or Revised 1981 School Registration Form
- c. Family Information and Test Record Card. The Scholastic and Test Record Card must be completed prior to sending it to the receiving school
- d. LEAP scores and remediation records
- e. Students Health Record must be complete and kept up to date. See Immunization Policy
- f. Progress reports for elementary level and grade labels for middle and high school showing course grades for each student
- g. Elementary Parent-teacher Conference Records (to be retained until the first reporting period of the following year; discard prior to entrance in middle school)
- h. Middle School Parent-Teacher Conference Records (should be removed from the cum folder prior to the beginning of the next school year)
- i. 504 Records
- j. Special Education documents
- k. The career path portfolio (Act 1124)

Requesting Records from Other Schools in East Baton Rouge Parish at the beginning of the School Year

- a. **The** feeder school list is obtained from Information Systems
 - 1) Records may not be requested or sent until ten days after school opens of the current year. SPECIAL EDUCATION/504 RECORDS shall be sent during the summer when requested for scheduling purposes. If Special Education records or 504 records have not been requested before school begins, these records must be requested within the first 5 school days and received before the 10th school day.
 - 2) One red line should be marked through the names of students who have not attended the first ten (10) days of school.
 - 3) Names of the students whose names were not printed on the feeder list of the school attended last year should be added.
 - 4) Regular record request forms for students from schools other than feeder schools should be used.

- b. Feeder school must be sent a dated copy of the corrected feeder list form. (#2 and #3 of step a)
- c. A dated copy of the feeder list as submitted by the schools is to be kept at the school.

Sending Cumulative Records at the Beginning of the School Year

- a. Cum records for students whose names appear (without a red line) on the list by the requesting school should be collected.

If a record is NOT available and the student:

- DID NOT ATTEND the previous year, a note should be made on a Data Processing printout request.
 - DID ATTEND the previous year, a cum record with the student's name and SID number must be made. A note must be placed inside the folder as to why no information is available
- b. A copy of the feeder list must be signed by the person sending the records along with the cum records to the school requesting them.

Sending Cumulative Records at Other Times during the Year

- a. Schedules should be planned so that record requests are honored weekly.
- b. A list of records, the date they were sent, and the school, to which they were sent, should be kept.

The regular record forms for students who enter school after the original feeder school lists have been sent to the appropriate schools are to be used.

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
 - b. Student with disabilities
 - c. Section 504 students

Procedures for Review of Educational Placements

Due Process is used when a parent or a member of the School Building Level committee disagrees with consensus of the SBLC.

A parent, teacher or student of legal age who questions the SBLC determination of educational placement for the student should contact the principal. The

placement and the reasons for that placement should be thoroughly explained to the person who appeals. In addition, each evaluation procedure, test, record, report, or other relevant factor used as a basis for the proposed placement decision made for the student, that party has the right to request in writing a hearing on this issue. The written request must be made within the ten (10) working days of the conference with the principal and shall be mailed or delivered to the principal to forward this written request for review to the appropriate Assistant Superintendent for Instructional Services or designee, who shall conduct the hearing and serve as hearing officer.

The hearing shall be held within the (10) working days of the receipt by the school principal of the request for review, at a time that is convenient to both the parents and the school personnel. Upon mutual consent, this time period may be extended.

The parents and the school personnel have the right to ask questions of persons who make presentations to the hearing officer at the hearing.

At the conclusion of this hearing, the hearing officer shall not render a decision immediately, but shall instead adjourn the hearing and tell all parties that they will receive from him/her a written decision at a later date. Within ten (10) working days after the conclusion of the hearing, the hearing officer shall render this written decision.

The written decision shall be sent by certified mail to the parent and shall include, at least the following information:

- The name, school, and grade level of the student involved
- The educational placement proposed by the SBLC
- The educational placement sought by the parents
- The determination made by the hearing officer of the appropriate educational placement
- The basis for the determination for that appropriate placement
- If applicable, the parents' right to ask for review of the decision and the steps involved therein.

If the parents are not satisfied with the decision of the hearing officer, they may write to the Superintendent of Schools, East Baton Rouge Parish School System, 1050 South Foster Drive, Baton Rouge, LA 70806, and request that the decision be reviewed. The written request must be mailed or delivered to the superintendent within ten (10) working days following receipt by the parents of the decision of the hearing officer.

Within ten (10) working days following this meeting, the superintendent or a designee shall render a written decision. The written decision shall be sent by certified mail to the parents and shall include, at least, the following information.

- The name, school, and grade level of the student involved
- The determination made by the hearing officer of the appropriate educational placement of the student
- The decision of the superintendent or designee on whether the determination made by the hearing officer should be allowed to stand, should be changed, or whether a new hearing should be conducted in order to consider matters not considered in the original hearing
- The basis for that decision.

A copy of this decision should also be delivered to the school principal or Assistant Superintendent for Instructional Services, but need not be sent by certified mail.

The decision of the superintendent or a designee on this appeal of educational placement shall be final.

Prior to and during any stage of this review procedure, the parents shall have the right to inspect and review all records with the respect to the educational placement of their child. The custodian of these records may charge a fee for copies of said records that are made for the parents, if the fee does not effectively prevent the parents from exercising their right to inspect and review these records. (Regulations that apply: P.L.93-380 (Buckley Amendment) Section 10 of this Plan – Policies on Records and Reports.)

The principal or the teacher who disagrees with the SBLC determination has the same rights of due process and should follow the same procedures.

During any pending stage of the review procedure, the student shall be placed in the educational setting determined by the SBLC.

Regarding LEAP, the District, through its superintendent, may apply for an appeal on behalf of individual students, provided the certain criteria are met as stated in LEAP guidelines.

In the case of a student with a disability, the due process procedures must be consistent with those described in Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.).

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

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

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

a. Agency requirements

- Foreign exchange agencies must be registered with the Assistant Superintendent for Instructional Services, Area III, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Assistant Superintendent for Instructional Services, Area III.
- The sponsoring agency must have a local representative who resided within 50 miles of East Baton Rouge Parish, and who is available to meet with school personnel, the student, and the host family.

b. Student requirements

- The exchange student must reside with a legal resident of East Baton Rouge Parish.
- The student must possess a J-1 visa.
- As of September 1 of the program year, the student must meet junior placement status.
- The student must not have received a high school diploma or its equivalent from his/her home school.
- The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.

- An official transcript from the student’s home school must be sent to and received by the assigned East Baton Rouge Parish high school by August 1 of the student’s attendance year in order to determine placement.
- 1) Student’s will be placed in grades according to Carnegie unit totals as indicated in EBR Parish Pupil Progression Plan.
 - 2) Students must meet all state and local requirements for graduation.
 - a. All exchange students must schedule English III, which includes the study of American Literature, American History, Civics, and Free Enterprise.
 - b. By August 1 of the attending year, the student must present the following documents to the attending school with a request to attend school in East Baton Rouge Parish:
 - J-1 visa
 - Health and immunization records
 - Evidence of health and accident insurance for duration of stay
 - The name, address, and phone numbers of the student’s own parents/guardians, the host family, and the local exchange program representative
 - Two character references from the home school
 - A notarized temporary custody agreement between the exchange student’s parents/guardian and the host family
 - c. Suspensions, Revocation, or Dismissal

Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the East Baton Rouge Parish School Board are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

N. Homeless Students

Louisiana laws relative to school attendance (LA.R.S. 17:222.1 and LA. R.S. 17.111) and BESE Policy, Bulletin 741, page (16-17) and pages 46-53) do not require a permanent address as a condition for enrollment. Revised Statute 17:226 addresses “*extenuating circumstances*” that must be verified by Supervisors of Child Welfare and Attendance. Many of these students have

extenuating circumstances that have forced them into a crisis situation. Additionally, in the case **Plyer vs. Doe** (457 U.S. 202, (1982), the United States Supreme Court held that undocumented alien children cannot be denied a free public education. Because the United States Supreme Court rendered this decision, it is binding on all school districts in all states. The Attorney General has opined that school officials acting to exclude alien children from public schools may under federal and state law subject themselves to a civil rights lawsuit (42 U.S. C.A., 1983).

The Civil Rights Act, (P.L. 88-352), was passed during the Kennedy-Johnson administrations. Title IV of the Civil Rights Act specifically addressed discrimination on the grounds of race, color, and national origin. It specifically addressed nondiscrimination in federally assisted programs in Sec. 601. No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

If you have specific questions, direct your calls to Carolyn Coleman 226-3445.

SECTION IV

LEAP REMEDIATION

I. LEAP Remedial Education Program for Elementary and Middle School Students

A. Objectives

The East Baton Rouge Parish School System shall provide a remedial education program for those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program. (R.S. 17:24.4 (G) R.S. 17:394-400) is the established legislation for the remedial education programs. The intent is to improve student student achievement in grade appropriate skills identified as deficient on LEAP.

The program objectives are:

1. Identify students who scored at the *Unsatisfactory or Approaching Basic* level on LEAP in English/Language Arts, mathematics, science, and social studies.
2. Provide remedial instruction for eligible students on all skills in which they scored less than *Basic*.
3. Assess students to determine if they have reached the *Basic* level on the skills in which they received remedial instruction.
4. Provide remediation necessary for students to achieve appropriate skills, a sense of success, to prevent alienation from school, and to prevent early departure from school.

B. Program Description

1. Student Selection Criteria
 - a. Any public elementary or secondary student, including a LEP and/or exceptional student (except gifted) 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 tests, shall be provided remedial education (R.S. 17:397).
 - b. The failure of Special Education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs (SBSE Policy).

- c. Special Education students are eligible for LEAP remediation.
- d. A list of all eligible students shall be maintained at the Central Office and each school.
- e. Students, including Special Education students, in grades 3 and 7 who score at or below approaching basic will be eligible for early intervention remediation.

2. Pupil/Teacher Ratio

Appropriate remedial education will be provided in small group settings as applicable for the regular school year and the extended school year.

3. Instruction in the Regular Classrooms

- a. Remedial instruction time shall be provided based on student deficiencies as identified on the LEAP profile sheets.
- b. Instruction shall include the philosophy, the methods, and the materials identified in the state approved content standards.
- c. Methods and materials used by the classroom teacher shall supplement and reinforce those used in the remedial program. Strategies may include such techniques as whole group diagnostic-prescriptive, small group and independent work in centers, and learning activities involving manipulative materials.
- d. Exceptional students participating in LEAP must be provided with appropriate accommodations as noted in the students' IEP.

4. Remediation for Grades 6, 7 and 8

- a. Appropriate remedial instructional time shall be provided in a lab setting equivalent to one period per day, five days a week. The student will attend the lab as many semesters as necessary to achieve proficiency in the identified area. When the students complete the necessary remediation, they may be scheduled into an elective the next semester.
- b. A summer school program shall be offered according to state guidelines and promotion standards.
- c. Creative placement of students in classes as listed under correcting deficiencies will be used to meet student needs.

5. Selection of Teachers

- a. Regular classroom and appropriate ancillary teachers, if possible will provide remediation. Paraprofessionals will also be hired when funds are available with immediate supervision provided by the classroom teacher to which they are assigned.
- b. Remedial teachers shall possess appropriate certification/qualifications as required by SBESE.

6. Program Requirements

- a. The LEAP Individual Student Report provided by the SDE shall be used to determine the remediation needed. Documentation of achievement must be kept on file using the Grade Level Expectations for evaluation purposes.
- b. When a student who is participating in LEAP remediation transfers to another school, the remediation information/documentation folder must be sent to the receiving school within five (5) working days.

7. Student Assessment

- a. The mastery criteria for each student's LEAP deficiencies shall be based on the state approved content standards
- b. If a student is repeating grades 4 or 8, only the current LEAP results will be used for LEAP documentation.
- c. The student shall attain a score commensurate to the *Basic* level of the skills being remediated or remediation will continue until proficiency is achieved.

8. Staff Development

Staff Development will be provided for principals and designated teachers of third, fourth, fifth, sixth, seventh, and eighth grades and appropriate personnel. This in-service training will provide program guidelines and effective instructional strategies designed to remediate student needs.

9. Refusal to Accept Remediation Services

If a parent or student refuses to participate in the remedial programs offered, a letter will be requested from them and placed on file as documentation. The refusal form will be kept on file in the student's cum folder.

C. Coordination with Federal and Local funds for Remediation

Communication between the classroom teacher and any supporting teachers shall occur on a regular basis during the school year. The remedial education funds shall be used to supplement state and local funds used for instructional materials and personnel.

D. Evaluation Plan

An evaluation plan will include both the educational process used in the remedial program and the improvement shown by students in their identified deficient LEAP skills. Students will be considered remediated if they score *Basic* or higher on a LEAP-like test administered by the schools.

East Baton Rouge Parish School System shall participate in the evaluation of the LEAP remediation program conducted by SDE.

The evaluation plan shall include specific documentation showing:

1. Student performance by means of Grade Level Expectations;
2. Coordination with other programs;
3. Instruction in the deficient skills as evidenced by teachers' lesson plans;
4. Staff development as indicated by attendance, agendas, handouts, and evaluations of in-service sessions;
5. Input from school principals, assistant principals, and teachers.

II. Summer Remediation Program

A. Program Objectives

The East Baton Rouge Parish School System shall provide a remedial education program for those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program. (R.S. 17:24.4 (G) R.S. 17:394-400) is the established legislation for the remedial education programs. The intent is to improve student student achievement in grade appropriate skills identified as deficient on LEAP.

The program objectives are:

1. Identify students who scored at the *Unsatisfactory or Approaching Basic* level on LEAP in English/Language Arts, mathematics, science, and social studies.
2. Provide remedial instruction for eligible students on all skills in which they scored less than *Basic*.
3. Assess students to determine if they have reached the *Basic* level on the skills in which they received remedial instruction.
4. Provide remediation necessary for students to achieve appropriate skills, a sense of success, to prevent alienation from school, and to prevent early departure from school.

B. Program Description

1. Student Selection Criteria

- a. Any public elementary or secondary student, including a LEP and/or exceptional student (except gifted) 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 tests, shall be provided remedial education (R.S. 17:397).
- b. The failure of Special Education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs (SBSE Policy).
- c. Special Education students are eligible for LEAP remediation.
- d. A list of all eligible students shall be maintained at the Central Office and each school.
- e. Students, including Special Education students, in grades 3 and 7 who score at or below *Unsatisfactory* will be eligible for early intervention remediation.

2. Pupil/Teacher Ratio

Appropriate remedial education will be provided in small group settings with a 20:1 ratio.

3. Instruction in Summer Remediation Program
 - a. Remedial instruction shall be provided for a minimum of 50 hours per subject at both 4th and 8th grade levels.
 - b. Instruction shall include the philosophy, the methods, and the materials identified in the state approved content standards.
 - c. Methods and materials used by the classroom teacher shall supplement and reinforce those used in the remedial program. Strategies may include such techniques as whole group diagnostic-prescriptive, small group and independent work in centers, and learning activities involving manipulative materials.
 - d. Exceptional students participating in LEAP must be provided with appropriate accommodations as noted in the students' IEP.
 - e. An IEP student participating in LEAP must be provided with modifications used in the student's regular instructional program.
4. Selection of Teachers
 - a. Regular classroom and appropriate ancillary teachers, if possible will provide remediation. Paraprofessionals will also be hired when funds are available with immediate supervision provided by the classroom teacher to which they are assigned.
 - b. Remedial teachers shall possess appropriate certification qualifications as required by SBESE.
5. Instruction and methodology used in the LEAP Summer School
 - a. Remedial instruction time shall be provided based on student deficiencies as identified on the LEAP profile sheets.
 - b. Instruction shall include the philosophy, the methods, and the materials identified in the state approved content standards.
 - c. Methods and materials used by the classroom teacher shall supplement and reinforce those used in the remedial program. Strategies may include such techniques as whole group diagnostic-prescriptive, small group and independent work in centers, and learning activities involving manipulative materials.
 - d. Exceptional students participating in LEAP must be provided with appropriate accommodations as noted in the students' IEP.

- e. An IEP student participating in LEAP must be provided with modifications used in the student's regular instructional program.
6. Remediation for Grades 6, 7 and 8
- a. A summer school program shall be offered according to state guidelines and promotion standards.
 - b. Creative placement of students in classes as listed under correcting deficiencies will be used to meet student needs.
7. Refusal to accept remediation

If a parent or student refuses to participate in the remedial programs offered, a letter will be requested from them and placed on file as documentation. The refusal form will be kept on file in the student's cum folder.

C. Coordination with Federal and Local funds for Remediation

Communication between the classroom teacher and any supporting teachers shall occur on a regular basis during the school year. The remedial education funds shall be used to supplement state and local funds used for instructional materials and personnel.

D. Evaluation Plan

An evaluation plan will include both the educational process used in the remedial program and the improvement shown by students in their identified deficient LEAP skills. Students will be considered remedial if they score *Basic* or higher on a LEAP-like test administered by the schools.

East Baton Rouge Parish School System shall participate in the evaluation of the LEAP remediation program conducted by SDE.

The evaluation plan shall include specific documentation showing:

1. Student performance by means of Grade Level Expectations;
2. Coordination with other programs;
3. Instruction in the deficient skills as evidenced by teachers' lesson plans;
4. Staff development as indicated by attendance, agendas, handouts, and evaluations of in-service sessions;
5. Input from school principals, assistant principals, and teachers.

III. Graduation Exit Examination Remediation for High School Students

For the Graduation Exit Exam (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.

A. Program Objectives

The East Baton Rouge Parish School System will provide a remediation program to help students improve their achievement on the Graduate Exit Exam (GEE). Remedial instruction will be provided for eligible students in skills in which they scored unsatisfactory. Remediation will concentrate instruction on weaknesses identified on the Individual Profile Report.

B. Program Description

1. Student Selection Criteria

Students eligible for remediation include those who have failed any of the four content areas of the Graduate Exit Exam.

2. Pupil/Teacher Ratio

The maximum pupil teacher ratio will be 20 to 1.

3. Instructional Time

Fall and spring remediation will provide 10 hours of remediation in each content area two weeks prior to the retest. Summer remediation will provide 50 hours of remediation in English language arts and math, and 30 hours of remediation in science and social studies.

4. Selection Criteria For Teachers and/or Paraprofessionals

Teachers and/or paraprofessionals will apply for positions in the GEE Remediation program. Instruction will be provided by highly qualified teachers and/or paraprofessionals, unless the district exhausts the pool of qualified applicants.

5. Materials and methodology to be Used

The curriculum used for remediation is commercially produced as adopted from the State Department of Education materials provided. Appropriate instructional materials are available at all schools. All curricula and materials will be appropriate for the objectives that will be covered on the state examination as identified in the comprehensive curriculum.

6. Program Type

After-school and Saturday remediation classes will immediately precede the fall and spring retake test date. Students will attend four 2.5 hour sessions prior to taking the test in each content area. Two centrally located schools will be utilized to facilitate ease of attendance for students. If students have problems reaching the designated remediation centers, arrangements will be made to assist them in attending. Students unable to attend after-hours remediation will receive appropriate assistance during the school day from their regular classroom teachers. Summer remediation will be provided in five locations throughout the district. A total of 50 hours of instruction will be provided in English language arts and math, and 30 hours of remediation will be provided in science and social studies. Transportation will be provided. Documentation of individual student remediation will be kept on file in the East Baton Rouge Parish School Board Office.

7. Refusal to Accept Remediation Services

If a parent or student refuses to participate in the remedial programs offered, a letter will be requested from them and placed on file as documentation. The refusal form will be kept on file in the student's cum folder.

C. Coordination with Federal and Local funds for Remediation

Budgetary requirements for the after-hours remediation program will come from the GEE remediation budget with fund amounts determined by the number of units to be remediate. It is anticipated that the salary requirements/facility utilization/printing expenditures will exceed the amount available through GEE funds and that such expenses will be assumed by the local school system working with local/federal funds.

D. Evaluation Plan

An evaluation plan will include both the educational process used in the remedial program and the improvement shown by students in their identified deficient GEE skills. Students will be considered remediate if they score Basic or higher on a GEE-like test administered by the schools.

East Baton Rouge Parish School System shall participate in the evaluation of the GEE remediation program conducted by SDE.

The evaluation plan shall include specific documentation showing:

1. Student performance by means of Grade Level Expectations;

2. Coordination with other programs;
3. Instruction in the deficient skills as evidenced by teachers' lesson plans;
4. Staff development as indicated by attendance, agendas, handouts, and evaluations of in-service sessions;
5. Input from school principals, assistant principals, and teachers.

APPENDIX A DEFINITION OF TERMS

A. State Terms

1. **Acceleration** – Advancement of a pupil at a rate faster than usual in or from given grade or course. This may include gifted students identified according to Bulletin 1508 (LAA 1 and LAA 2).
2. **Alternate Assessment** – The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. **Alternative to Regular Placement** – Placement of students in programs not required to address the state content standards.
4. **Certificate of Achievement** – An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions. (See provisional certificate of achievement).
5. **CRT** – Criterion-Referenced Tests
6. **ESOL** – English for Speakers of Other Languages
7. **Extra-curricular Activities** – Those activities, which are under the supervision and/or coordination of the school instructional staff, and are considered valuable for the overall development of the student.
8. **Home Study Plan** – A program in which an approved curriculum can be implemented under the direction and control of a parent, a tutor, or a court appointed guardian under Louisiana law.
9. **iLEAP** – Integrated Louisiana Educational Assessment Program
10. **Instructional Time** – Scheduled time designated for teaching courses outlined in the Program of Studies.
11. **LEAP (Louisiana Educational Assessment Program)** – The state's norm-referenced testing program (iLEAP) in grades 3, 5, 6 & 7 and the Criterion-Referenced Testing Program in grades 4 & 8 including English/Language Arts, and mathematics and the Graduation Exit Examination grades 10 & 11 (written composition, English/Language Arts, mathematics, science and social studies). The iLEAP will be given in Grade 9.
12. **LEAP Summer School** – The summer school program offered by the

District for the specific purpose of preparing students to pass the LEAP test in English/Language Arts or mathematics.

13. **LEP** – Limited English Proficiency
14. **LSBESE** – Louisiana State Board of Elementary & Secondary Education
15. **Louisiana’s Tuition Opportunity Program** – Scholarships awarded based on ACT scores, GPA and Carnegie units.
16. **Option I** – Student placement in grade 8 after failing to score on or above Basic LEAP. Students on Option I will retake all parts of the LEAP.
17. **Promotion** – A pupil’s placement from a lower to a higher grade based on local and state criteria contained in the guidelines.
18. **Provisional Certificate of Achievement** – A certificate for eligible students, who are disabled under criteria in the Pupil Appraisal Handbook, who were in an Alternative to Regular Placement program during the 1997-98 school year as documented in the IEP, who were enrolled in grades 9, 10, 11 during the 1998-99 school year and whose IEP team determined that the student would not be eligible to participate in alternate assessment.
19. **Pupil Progression Plan** – “The comprehensive plan developed and adopted by each parish or city school board with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement the standards approved by the State Board of Elementary and Secondary Education; particular emphasis shall be placed upon the student’s mastery of the skills of reading, writing, and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered.” (ACT 750)
20. **Regular Placement** – The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, compensatory programs and/or remediation, and acceleration.
21. **Remedial Education Programs** – Local programs designed to assist students, including identified students with disabilities, and Non/Limited English Proficient (LEP) students to overcome their educational deficits identified as a result of the state’s criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:396, 397 24.4 and Board Policy).
22. **Retention** – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in the guidelines.
23. **SBLC** – School Building Level Committee

24. **School Days** – The daily period of time established by the District as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities.
25. **State Content Standards** – Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides (benchmarks).

B. Local Terms

1. **Above Level Placement** – A student who has a stanine of 5 or above in math and reading on an Achievement Test, IOWA Test, and one of the following indicators: test data, such as Criterion-Referenced Test, and teacher recommendation based on level of achievement, emotional, and academic maturity, and study habits. Other demonstrations of high achievement, intellect, and leadership, ability may be used. Written consent must be obtained from a parent or legal guardian who requests above level placement of students not recommended by school principal.
2. **Academically Able** – A student who maintains a grade of “C” or above on grade level standards according to adopted textbooks and state curriculum guides in the content area in question. Indicators could include grade from the progress report, standardized test scores, and LEAP CRT results where applicable.
3. **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in secondary school.
4. **BESE** – Board of Elementary and Secondary Education
5. **Bulletin 741** – Louisiana Handbook for School Administrators containing regulations used in the administration of elementary, secondary, and adult education programs.
6. **Carnegie Unit** – Unit earned based on the successful completion of a course in grades 9 – 12.
7. **Credit** – Term that means the same as Carnegie Unit
8. **CAWSC** – Community Association for the Welfare of School Children
9. **Credit Examination** – An examination that will test the mastery of the performance objectives in the state (curriculum guide) for a particular subject. Credit shall be granted on a pass or fail basis only.

10. **Criterion Referenced Test (CRT)** – A summary test designed to measure how well a student meets the criteria of specific skills.
11. **E.B.R.** – East Baton Rouge Parish School System
12. **ESS – Exceptional Student Services**
13. **Early College Admissions Program** – A college program through which superior high school students that have completed their junior year in high school may be allowed to enroll in regular college classes.
14. **Grade Level or Above** – A student who has exhibited proficiency on grade level competencies with respect to a skill as indicated according to adopted textbooks and comprehensive curriculum. Indicators could include grades from progress reports, test scores, and LEAP results.
15. **GED (General Education Development Test)** – A national test which high school persons who want to receive a high school equivalency diploma may take.
16. **Individualized Educational Program (IEP)** – A written program, which sets forth the approach, which will be taken to ensure that the child will be provided an appropriate, free public education.
17. **District** – Local education agency (East Baton Rouge Parish School Board)
18. **Literate** – Having the ability to apply academic skills to everyday life situations. (Based on ACT 750 – Section 24.4, p.3)
19. **LSYOU** – Louisiana State Youth Opportunity Unlimited
20. **Office of Accountability and Assessment** – The office that coordinates testing and program evaluation.
21. **PPP** – Pupil Progression Plan
22. **Proficiency Exam** – An examination that will test the mastery of the performance objectives in the state curriculum guide for a particular subject. Credit shall be granted on a pass/fail basis only.
23. **Pupil Appraisal Handbook** – A bulletin published by the State Department of Education, which defines the criteria for all exceptionalities recognized by the state of Louisiana.
24. **Quality Points** – Numerical value assigned to the letter grades earned by students when they successfully earn a credit or unit. Usually A=4, B=3,

C=2, D=1, F=0.

25. **SDE** – State Department of Education
26. **SLS** – Second Language Specialist
27. **Stanine** – An expression of test results in nine equal steps ranging from 1 (lowest) to 9 (highest). Stanine scores are relatively easy to use because they are all one-digit numbers and help to broadly identify area of curricular strengths and weaknesses. Stanines 1-3 represent well below average; Stanine 4 is slightly below average; Stanine 5 is average; Stanine 6 is slightly above average; Stanines 7-9 are well above average.
28. **Student Permanent Cumulative Record** – The official record of the student's work year by year throughout his/her school life, K-12.
29. **System Level Committee** – A committee composed of the School Building Level Committee, Assistant Superintendent(s) a member of the PPP Committee of Educators representing the Instructional Services Team and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student.
30. **TASC** – Truancy Assessment and Service Center
31. **Weighted Credit/Weighted Quality Points** – Numerical value assigned to the letter grades "A", "B", or "C" earned by a student in honors, gifted, and Advanced Placement Courses. Quality points are issued as follows: A=5, B=4, C=3, D=1, F=0

APPENDIX B



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 29, 2008

Ms. Charlotte Placide, Superintendent
East Baton Rouge Parish School Board
Post Office Box 2950
Baton Rouge, Louisiana 70821-2950

Dear Superintendent Placide:

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 Behen".

Nancy Behen, Director
Division of Curriculum Standards

NB:DGB:dgb

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

"An Equal Opportunity Employer"

APPENDIX D

2008-2009 LEAP 21 8th Grade Progression

Initial Testers in Spring 2009		
ELA	MATH	REQUIREMENTS
App. Basic	Basic and Above	No attendance required; Remediation Optional in ELA; No Retesting Allowed
Basic and Above	App. Basic	No attendance required; Remediation Optional in Math; No Retesting Allowed
Basic/Above	Unsatisfactory	<ul style="list-style-type: none"> • Meet all requirements for promotion as outlined in the local PPP. • To promote to 9th grade, student must retest and score <i>Approaching Basic</i> or above in <i>Unsatisfactory</i> subject, unless they qualify for the Policy Override*. • The Policy Override * has 2 parts: <ol style="list-style-type: none"> 1) Students scoring <i>Advanced/Mastery</i> and <i>Unsatisfactory</i>, 2) Students scoring <i>Basic</i> and <i>Unsatisfactory</i>. • Students not meeting the <i>Basic/Approaching Basic</i> Combination or qualifying for the Policy Override will remain in 8th grade. • Summer remediation attendance in the <i>Unsatisfactory</i> subject is <u>mandatory</u> if students are to qualify for either Policy Override.
Unsatisfactory	Basic/Above	
(*See Policy Override Below)		
App. Basic	App. Basic	<ul style="list-style-type: none"> • Meet all requirements for promotion as outlined in the local PPP. • To promote to 9th grade with the AB/AB <i>waiver</i> option, student must (in <u>both</u> subjects) attend summer remediation, meet attendance requirements, receive an effort code score of either <i>Excellent</i> or <i>Good</i>, retest in both subjects and score at least <u><i>Approaching Basic</i> in both subjects in either spring and/or summer</u> and has been recommended for the waiver by the SBLC. • Students not meeting the <i>waiver</i> requirements will remain in 8th grade. • Students will promote to 9th grade if he scores at the <i>Basic/Approaching Basic</i> Combination on the retest, regardless of summer school attendance.
(Waiver)		
App. Basic	Unsatisfactory	<ul style="list-style-type: none"> • Meet all requirements for promotion as outlined in the local PPP. • To promote to 9th grade with the AB/AB <i>waiver</i> option, student must (in <u>both</u> subjects) attend summer remediation, meet attendance requirements, receive an effort code score of either <i>Excellent</i> or <i>Good</i>, retest in both subjects and score at least <u><i>Approaching Basic</i> in both subjects in either spring and/or summer</u> and has been recommended for the waiver by the SBLC. • Students not meeting the <i>waiver</i> requirements will remain in 8th grade. • Student will promote to 9th grade if he scores at the <i>Basic/Approaching Basic</i> Combination on the retest, regardless of summer school attendance.
Unsatisfactory	App. Basic	

* Policy Override

- 1) The district may override the State policy for 8th grade students scoring at the *Unsatisfactory* level in ELA or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that:
 - The student has participated in BOTH the spring and summer administrations of LEAP;
 - The student has attended and met attendance requirements in the summer remediation program offered by the district and has retested in only the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration;
 - The student has been recommended for the policy override by the SBLC;
 - Parental consent is granted.

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

2008-2009 LEAP 21 8th Grade Progression Repeaters

2008- 2009 8th Grade Repeaters

8th Grade Repeaters ** will promote to 9th grade for the 2009-2010 school year if **at any time** they have scored anything higher than *Unsatisfactory* in **both** subjects.

8th Grade Repeaters ** never scoring higher than *Unsatisfactory* in only 1 subject must attend summer remediation, meet attendance requirements, and retest in that **Unsatisfactory** subject in order to promote to 9th grade for the 2009-2010 school year. The student will be placed in a high school remedial course in the subject in which they scored *Unsatisfactory*.

8th Grade Repeaters ** never scoring higher than *Unsatisfactory* in **both** subjects will remain in 8th grade for the 2009-2010 school year.

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

**** High Stakes Testing Policy, June 2005** – *The 8th grade repeater may be 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 21, has attended (met attendance requirements) the LEAP 21 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.*

8th Grade Repeaters still scoring *Unsatisfactory/Unsatisfactory* on the summer retest will be retained again in the 8th grade as outlined in the LEAP for the 21st Century High Stakes Testing Policy.

APPENDIX E

<i>Louisiana High School Diploma Endorsements</i>				
Career/Technical Endorsement			Academic Endorsement	
Core Courses				
Current		2011-2012	Current	
2011-2012		Current		2011-2012
TOPS Opportunity 4 Units of English 3 Units of Math 3 Units of Science 3 Social Studies 1 additional Math or Science ½ Unit Health 1½ Units PE 1 Unit of Fine Arts 2 Units of Foreign Language 1 Unit of Computer-related course 4 Optional Electives	TOPS TECH 4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1½ Units PE Option 1 (4 credits) OR Option 2 (6 credits)	LA Core 4 4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit of Health 1½ Units of PE 1 Unit of Art 2 Units of Speech or Foreign Language 3 Electives including computer-related course	TOPS Opportunity 4 Units of English 3 Units of Math 3 Units of Science 3 Social Studies 1 additional unit Math or Science ½ Unit Health 1½ Units PE 1 Unit of Fine Arts 2 Units of Foreign Language ½ Unit of Computer-related course 3½ Optional Electives	LA Core 4 + 4 Units of English 4 Units of Math (Algebra I, Geometry, Algebra II, and one of: Advanced Math I or II, Calculus, Pre-Calculus, Probability & Statistics, or Discrete Math) 4 Units of Science (Biology, Chemistry, one advanced science, and one other science) 4 Units of Social Studies ½ Unit Health 1½ Units PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Units of Electives
High School Area of Concentration				
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.	
GEE				
Current		2009-2010	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: 1 Approaching Basic , 1 Mastery or Advanced , Basic or above in the remaining two 2 Approaching Basic , 2 Mastery or above	
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: 1 Approaching Basic , 1 Mastery or Advanced , Basic or above in the remaining two 2 Approaching Basic , 2 Mastery or above		
GPA/ACT				
Current		2008-2009	TOPS Opportunity GPA ACT of 23	
TOPS Opportunity/TOPS TECH GPA & ACT Requirements		ACT of 20 (or state average) or Silver Level on Work Keys TOPS Opportunity GPA		
Other Performance Indicators				
<ul style="list-style-type: none"> • BESE-approved Industry-based certification; OR 3 college hours in 			Senior Project OR	

<p>a Career Technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours; AND</p> <ul style="list-style-type: none"> • A minimum of 90 work hours of work-based learning experience OR a Senior Project related to students area of concentration with 20 hours of related work-based learning and mentoring 	<p>1 Carnegie unit in an AP course with a score of 3 or higher on the AP exam OR 1 Carnegie unit in an 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)</p>
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