

Recovery School District PUPIL PROGRESSION PLAN



Paul G. Pastorek
State Superintendent of Education

Revised August 2010

State Board of Elementary and Secondary Education

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Pupil Progression Plan

for

Recovery School District

for

2010 - 2011

Submitted to Louisiana Department of Education

August 20, 2010

(Date Submitted)

TABLE OF CONTENTS

Section I	Formal Submission Statement	4
	LEA Contact Information	5
	Committee of Educators	6
Section II	Statewide Mandatory Criteria	7
Section III	Local Options	13
	Kindergarten Entrance	13
	Placement: Grade K - 12	14
	Requirements of the LEAP, High Stakes Testing, Regular Placement	19
	Limited English Proficient Students	22
	Acceleration	23
	Transfer Students	24
	Retention Policy	26
	Alternative Schools/Programs, Settings and Adult Education	27
	Review of Placement	28
	Records and Reports	29
	Due Process	30
	Science Education Act	30
Section IV	Remediation	33
	School Year Remediation Program	34
	Summer Remediation Program	35
	GEE, LAA 2 and EOC Remediation Program	36
Appendix A	State Terms	41
	Local Terms	42
Appendix B	LEA Forms	44

SECTION I

FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the Recovery School District School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

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

Superintendent

School Board President

August 20, 2010

Date

Date

PUPIL PROGRESSION PLAN

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If Applicable:

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Telephone Number (_____) _____

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(Primary Signature)

(Date)

Committee of Educators Appointed by Superintendent:

- Kevin Gutterrez – Deputy Superintendent
- Wanda Guillaume – Chief Academic Officer
- Tammy Robicheaux – Executive Director of Curriculum and Instruction/ Professional Development
- Sabrina D. Marsh-Sanders – Executive Director of Project Design
- Gay Atai – Executive Director of Instructional Support
- Judith Romano – Director of Early Childhood Education
- Margaret Lang – Executive Director of Intervention Services
- Sundry Barjon – Counselor Coordinator
- Debra Morton – Director of Social Workers
- Shannon O'Connor – RTI Specialist
- Linda Landry - 504 Coordinator
- Marcia Arceneaux – Attorney, Intervention Services Consultant
- Clinton Baldwin – SIS Coordinator
- Kathy Tharbs – Transition Services
- Fran Williams – Intervention/Early Childhood Coordinator
- Lori Taylor – Director of Grants
- Janice Watson – NCLB Coordinator
- Germaine Edinburgh—District Test Coordinator

Parents on Pupil Progression Committee

- Sheila Stallworth – Parent,
- Tamsin Cyprian – Parent
- Greta Carney – Parent Advocate
- Keisha Green – Parent Advocate
- Deborah Alfred – Parent Involvement Coordinator

SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

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

High Stakes Testing Policy

In developing the LEA's Pupil Progression Plan, refer to the current High Stakes Testing Policy (Bulletin 1566) revised March 2010.

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: (Bulletin 741 §1107 B.)
 - 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.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - 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. (Bulletin 741 §1111 B.)
 - 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. (Bulletin 741 §1111 C.1.)
 - 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. (Bulletin 741 §1111 C.2.)

B. Kindergarten Screening

1. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C.)

C. Attendance Policy

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days) per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis. To receive Carnegie credit for a course, students must be present 94% of the required time listed in §907. Elementary students shall be in attendance a minimum of 167 days (60,120 minutes) a school year. (Bulletin 741 §1103)

D. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time fourth or eighth grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
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). (Bulletin 1566 §505 A.)

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. (Bulletin 1566 §707 E)

E. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English language arts, mathematics, social studies, science, health, physical education, and the arts. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
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 the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
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. (Bulletin 741 §2313)

F. Carnegie Credit Time Requirements

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
6. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A. 2.)

G. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).

2. A high school diploma cannot be denied to a student who meets the minimum state graduation requirements. (Bulletin 741 §2313)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - Students who entered the ninth grade prior to 2008-2009,
 - Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year, who scored at least at the *Approaching Basic* level on either the English language arts or mathematics component of the eighth grade LEAP test, and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled, may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scale for course work required for completion of the eighth grade.
 - Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - A student must participate in a dropout prevention and mentoring program during his first year in high school as approved by the BESE. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
 - An academic catch-up component to address all the area(s) of student deficiency,
 - An adult mentoring component with an emphasis on workforce awareness and readiness,
 - A work awareness and work readiness skills component, and

- A work-based learning component, such as job shadowing/job exploration/paid internships.
 - Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
 6. All ninth graders in the College and Career Diploma will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student with parental permission may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
 7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - Incoming freshmen prior to 2010-2011 must pass the English language arts and mathematics components of the GEE or LAA2 and either the science or social studies components of the GEE or LAA2 to earn a high school diploma.
 - Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2 if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - English II or English III
 - Algebra I or Geometry
 - Biology or American History
 - Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

8. Any student entering the ninth grade having scored *Unsatisfactory* in math or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject (English language arts or mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

H. Scheduling

- A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 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, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). 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 IGP 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 IGP for students in grades 8-12.
- C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

J. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, 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. (Bulletin 741 §707)
 - 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. (Bulletin 741 §707)
 - 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. (Bulletin 741 §707)

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.

- IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
- IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §§305 through 307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through 324. (Note: refer to Bulletin 1706 §323)
- The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three-through-five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

K. Limited English Proficient (LEP) Students

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

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

4. Establish procedures to monitor former Limited English Proficient students for two years.
5. No LEP student shall be retained solely because of limited English proficiency.

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

L. Alternative Schools/Programs/Settings

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.
Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs
2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.
Note: Refer to Bulletin 741 § 2907 for program guidelines.

M. Review of Placement

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

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and alternative programs;

- Special education documents as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

O. Policies on Due Process

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

P. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).
2. Local criteria for K-12 must supplement the content standards approved by the BESE (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 (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.

A. Kindergarten Entrance and Screening

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

The Developmental Skills Checklist is used for students enrolling at the beginning of the school year. Thereafter students will be given the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment.

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

The RSD will allow an identified gifted four year old with a 5th birthday prior to January 1 of the entrance year to enter kindergarten early with the IEP team and parental approval.

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.)

At the time of enrollment for first grade, the RSD staff will administer the DIBELS assessment to students who are of appropriate age and are entering first grade without attending a full-day public or private kindergarten.

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.

At the time of enrollment for first grade, the RSD staff will administer the DIBELS assessment to students from out of state who are entering first grade without attending a full-day public or private kindergarten.

If the student enters after the month of September, RSD staff will check student records to determine if a comparable assessment was administered in the other state school. If so, the Response to Intervention (RTI) Team may make a determination to use the results of that assessment.

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.

Promotional Guidelines for Students in Grades K-8

Decisions to promote or retain elementary students should be based on successful completion of the curriculum as evidenced by mastery of Louisiana Grade-Level Expectations (GLE's) and fulfillment of state attendance requirements. Students in grades 4 and 8 must meet additional high-stakes LEAP requirements. RSD students will receive intensive documented academic intervention services before retention can be considered.

Guidelines for Promotion from Kindergarten

Attain mastery of at least 70% of required Louisiana GLE's in reading and math as evidenced on the Kindergarten Portfolio Assessment Checklist (WAPO – work samples, anecdotal records, photographs, other); and have not more than fourteen days of unexcused absence.

Guidelines for Promotion from Grades 1 and 2

Attain at least a D in both English Language Arts and mathematics as final report card grades, reflecting minimum 70% mastery of Louisiana GLE's; and be in attendance 160 of the 170 school days.

Guidelines for Promotion from Grade 3*

*Attain at least a D in each promotional subject - English Language Arts, mathematics as final report card grades, reflecting 70% mastery of Louisiana GLE's; and
Attain at least a D in either science or social studies, reflecting a minimum 70% mastery of Louisiana Grade-Level Expectations; and be in attendance 160 of the 170 school days.*

Guidelines for Promotion from Grades 4-8*

Attain at least a D in each promotional subject - reading, English Language Arts, mathematics - as final report card grades, reflecting 70% mastery of Louisiana GLE's; and Attain at least a D in either science or social studies, reflecting a minimum 70% mastery of Louisiana Grade-Level Expectations; and be in attendance 160 of the 170 school days.

*LEAP NOTE: In addition to the above criteria, students in grades 4 and 8 must also achieve at or above the Basic/Approaching Basic standard on ELA/math on the LEAP. (See High Stakes Testing Policy pg.)

**NOTE FOR STUDENTS WITH DISABILITIES: general education and special education teachers will collaborate on determining a grade for a subject. JPAMS coding will indicate that the grade reflected is with interventions.

The school-site Leadership/RTI Team will review records of students who do not meet the promotional guidelines outlined for all grades with exception of the high stakes grades, 4 and 8. The team will prescribe additional interventions in the summer such as, but not limited to, extended year programs, individual tutoring, and/or group tutoring. By the first day of school for students, the team will determine if the student successfully completed the RTI prescription and is eligible for promotion.

ESL K – 8

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

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

LEP STUDENTS MEETING THE REQUIREMENT FOR ENGLISH PROFICIENCY

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

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

LEP STUDENTS MEETING THE REQUIREMENT FOR ENGLISH PROFICIENCY

- ◆ To be considered English proficient and exit ELL status, an ELL student in grades K-2 must score:
 - a. two years at composite level 5 on ELDA;
 - or*
 - b.i. one year at composite level 5 on ELDA; *and*
 - b.ii. one year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.

- ◆ To be considered English proficient and exit ELL status, an ELL student in grades 3-12 must score:
 - a. composite level 5 on ELDA;
 - or*
 - b.i. one year at composite level 4 on ELDA; *and*
 - b.ii. one year at proficient on the English language arts portion of iLEAP, LEAP, GEE, LAA 1, or LAA 2.

Promotional Guidelines for Students in Grades 9-12

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

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

Minimum units of Carnegie credit required for promotion from

Grade 9 5 units
 Grade 10 12 units
 Grade 11 19 units
 Grade 12 23 units for graduating classes of 2009, 2010, and 2011

Note: 24 units for graduating classes of 2012 and beyond

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
<i>0-5</i>	<i>6-12</i>	<i>13-19</i>	<i>20 and above</i>

Addition promotional guidelines in grades 9-12

- For each Carnegie unit of credit, a student must be present 82 days of the 87 days in a block schedule course, or 170 days in a full-year course; and

- *Beginning with the 2010 -2011 class of incoming freshmen, high school students must score at the Fair achievement level in English, mathematics, and either science or social studies of the End of Course Exam. End of Course examinations will be administered in the areas of: Algebra I, Geometry, English II, English III, Biology and American History. High school students who entered prior to the 2010 -2011 school year must attain the Approaching Basic standard on the Graduation Exit Examination in ELA, math and either science or social studies in order to graduate;*
- *High school students must complete the required credit in ELA, math, science, and social studies, and electives as set forth in Bulletin 741.*

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

- *Grade placement for any student whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement.*
- *In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the Leadership/RTI Team, in collaboration with the IEP Team (with guidance from Special Education Services), will make the necessary adjustments on the IEP and in SER for special education students. (This applies to students receiving Special Education Services only.)*
- *Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.*
- *Students classified as 11th graders in the fall who earn enough credits to be eligible to graduate in the spring.*
- *Early Release will only be granted to those students who are classified as graduating seniors and have met all requirements of the Graduation Exit Exam.*

Additional note: To be eligible for valedictorian or salutatorian, a student must have been classified as a 12th grader with at least 20 Carnegie units at the beginning of the fall term in August and been enrolled at the current school for 8 semesters.

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

Half (1/2) unit credit can only be earned for half unit courses. Half unit credit will not be assigned to full unit courses.

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

Kindergarten:

"S" Satisfactory Performance on at least 70% of the Grade-Level Expectations
"N" Needs improvement or needs more time to master Grade-Level Expectations
"NA" Not assessed

Grades 1 – 12: For all subject areas

93- 100 = A (4 quality points)
 85 - 92 = B (3 quality points)
 75 - 84 = C (2 quality points)

70 - 74 = D (1 quality point)
0 - 69 = F (0 quality points)

Quality Points

An additional quality point is given for each letter grade above a "D" for grades earned in honors and Advanced Placement courses.

	A	B	C	D	F
Regular Courses	4	3	2	1	0
Honors/AP Courses	5	4	3	1	0

Grades 9-12 Credit Recovery

Students who have previously enrolled and failed courses will be allowed to participate in a credit recovery course. Requirements and criteria are summarized below:

Attendance: Students are not required to meet attendance requirements in §1103.G, provided:

- Students met attendance requirements when they took the course previously or,
- The student's combined attendance during the previous course and the credit recovery course meet the attendance requirement.

Instructional Time: Schools are not required to meet the instructional time requirements in §907.A.

Courses:

- Must be aligned with the state's content standards and grade-level expectations.
- May be taught in a traditional classroom setting, using computer software programs or through the Louisiana Virtual School (LVS).
- May be taught during school, before or after school, on Saturdays, or during the summer.

Courses Using Computer Software Programs:

- Must be taught in a classroom setting and be facilitated by a certified teacher.
- Additional instruction to cover standards and grade-level expectations not included in the software programs shall be provided by a teacher properly certified in the content area.

Carnegie Credit Earned: Students must:

- Pass a comprehensive final exam approved by the DOE. The exam could be:
 - An end of the course exam developed by the DOE; or
 - A locally-developed final exam and the passing score shall be approved by the Division of Students, Standards, Assessments and Accountability.

Reference: Bulletin 741, §2324. Credit Recovery

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.

The district has applied for a waiver from full implementation of the elementary foreign language program for the 2010 – 2011 school term.

5. a. List the acceptable behavior requirement for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

A student who is promoted to the ninth grade by way of the career diploma pathway must meet the following standards of acceptable behavior:

- Students shall not have any level 2 or level 3 infractions according to the RSD Code of Conduct
- b. List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.
 - b. There are no additional requirements for students who have met the standard requirements for entering the career diploma pathway.

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 a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

A 4th grade student who has scored *Mastery* or *Advanced* on either ELA or Math shall be offered a waiver if the following criteria have been met:

- Student participated in both spring and summer administrations of LEAP.
- Student attended summer remediation.
- Student completed the summer retest.

An 8th grade student who has scored at *Mastery* or *Advanced* on either ELA or Math shall be offered a waiver if the following criteria have been met:

- Student participated in both spring and summer administrations of LEAP.
- Student attended summer remediation.
- Student completed the summer retest.
- Student must enroll in a high school remedial course in the unsatisfactory subject.

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

A student who has been retained in 4th grade for one year due to failure to score at or above the required *Basic/Approaching Basic* achievement level shall be promoted to 5th grade after attending summer remediation and participating in the summer retest.

3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4th grade at least once, as a result of failure to pass LEAP, and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

A student who has been retained in 4th grade for one year due to failure to score at or above the required *Basic/Approaching Basic* achievement level shall be promoted to 6th grade after attending summer remediation and participating in the summer retest if the *Basic/Approaching Basic* standard is met. If the standard is not met the student shall be placed in 5th grade.

4. Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

A student shall be granted a twenty point appeal as outlined in the High Stakes Testing Policy if the following criteria have been met:

- Student has scored within 20 points of the Basic standard in either ELA or Math
- Student has a 3.0 average or above in the subject for which the appeal is being sought
- Student has met district attendance criteria
- Student has attended summer remediation and attempted the summer retest

5. Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.)

The fourth grade transitional program is designed to prepare students who have scored at the *Approaching Basic* achievement level in both ELA and Mathematics but did not meet the criteria for the twenty point appeal for possible promotion to 6th grade. Students will be provided intense remediation in the areas of ELA and Mathematics while being offered 5th grade content in all other areas. Students will be reassessed in the spring and promoted to 6th grade based upon the achievement levels.

6. Describe any local criteria that are used to determine if an 8th grade student is granted the *U/B* waiver allowed by the State's *High Stakes Testing Policy*. (Bulletin 1566 §707 B.)

A student shall be granted the *U/B* waiver allowed by the High Stakes Test Policy if the following criteria have been met:

- Student has scored *Basic* or above on either ELA or Math.

- Student has scored Approaching Basic or above on both Science and Social Studies.
- Student has attained a 2.5 GPA or better.
- Student has participated in both the spring and summer administrations of LEAP
- Student has attended summer remediation and attempted the summer retest
- Student must enroll in a high school remedial course in the unsatisfactory subject.

7. Describe any local criteria that are used to determine if an 8th grade student is granted the AB/AB waiver allowed by the State's *High Stakes Testing Policy*. (Bulletin 1566 §707 C.)

A student shall be granted the AB/AB waiver allowed by the High Stakes Test Policy if the following criteria have been met:

- Student has scored Approaching Basic on both ELA and Math.
- Student has participated in both the spring and summer administrations of LEAP
- Student has attended summer remediation and attempted the summer retest

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

The Building Level Rtl Committee is required to evaluate all promotions and retention instances not covered by the High Stakes Testing Policy. The committee will evaluate any work samples and/or norm referenced and criterion referenced assessment data available to make appropriate grade placements.

9. Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Policy. (Bulletin 1566 §707)

The RSD follows the mandated attendance requirements as outlined in the High Stakes Testing Policy.

D. Progression of students participating in LEAP Alternate Assessments

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

The Rtl (Response to Intervention) team shall review any cases of pupils to be retained and/or of pupils who are experiencing academic problems in grades K – 8 by the end of the second quarter. A specific, written Student Study Educational Plan defining an educational program will be developed for the pupil. This plan shall be different from the pupil's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Student Study Educational Plan shall be placed in the pupil's cumulative folder and a copy given to the pupil's parent(s). Retention shall not be used as the primary intervention prior to a special education referral. Below grade level performance in reading, language arts, or mathematics does not automatically qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all efforts to provide appropriate and

multi-sensory classroom and school site alternatives/modifications/accommodations to meet the individual pupil's needs. The principal and/or the Rtl team cannot make decisions about grade placement at the 4th and 8th grade, if LEAP is the determinant. Please note that grade placement of students shall not be changed after the first month of the school year. The exceptions to this policy are stipulated below:

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

NOTE: These exceptions do not supersede the LEAP High Stakes Testing Policy, as mandated by BESE.

E. Limited English Proficient Students

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

The Home Language Survey will be given to the student population, and the Home Language Survey will be included in the district's registration form to survey new registrants in the district.

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

Language minority students will be assessed in the four domains of language, listening, speaking, reading, and writing, upon entry into district using LAS and Eida annually to determine proficiency.

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.

Students who are Limited English Proficient will be placed age-appropriately and will be provided language accommodations in the Sheltered Immersion, English as Second Language class, etc., and support for acculturation to the school environment (educational, social, and emotional) will be provided.

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

The district will provide the teachers of former LEP students with a form to request assistance if a former LEP student is faltering. The district will also review the former LEP student's grades at grading periods to ensure that former LEP students are achieving academically.

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.

Accelerated promotion is designed for student with exceptionally high achievement who may benefit from assignment to the next higher grade level. The committee will study all available records on the student. The recommendation shall address all factors of a student's academic, physical, personal/social and emotional growth. The Building Level Rtl Committee will consider the need for acceleration for regular education students. The IEP Team will consider the need for acceleration for gifted/talented students.

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.

The district will allow students in K-8 to accelerate in the curriculum through the following method:

Bridge Class

Students who are not classified as special needs and are at least 2 years behind the appropriate age level will be placed in a Bridge lass. Students will be provided curriculum that spans grade levels to accelerate learning. Students will be assessed utilizing the following instruments to determine promotion:

- Classroom performance
- Appropriate standardized assessment
- Attendance
- Behavior
- Recommendation from the Rtl committee

3. Describe any applicable policies and procedures for grade "skipping."

The RSD will allow grade "skipping" for identified gifted students as follows:

- Vertical acceleration/grade skipping (recommendation from IEP committee and final decision by central office staff)
- Cross grade skipping where one content areas may be accelerated and another not accelerated (recommendation from IEP committee and final decision by central office staff)

The RSD will allow grade "skipping" for identified overage students as follows:

- Vertical acceleration/grade skipping (recommendation from Rtl committee and final decision by central office staff)
- Cross grade skipping where one content areas may be accelerated and another not accelerated (recommendation from Rtl committee and final decision by central office staff)
- Grade skipping where students
- High Stakes Testing grades are excluded from this policy

4. Describe any policies governing services for gifted students.

The RSD will follow state and federal regulations in Bulletins 1508 and 1706-B to identify and provide services for gifted students.

5. Describe any programs offered such as High School Credit for Middle School students. However, it is not necessary to include the criteria identified in §2321 of *Bulletin 741*.

Advanced Placement:

Students must attain Mastery or better on both the ELA and Mathematics on both ELA and mathematics on the iLEAP or comparable assessment.

- Students must have a 3.5 or better in the course for which acceleration is being sought.
- Algebra I (Carnegie unit course) according to scores on the Algebra I proficiency test on 8th grade GLEs administered by the district and the EOC exam administered by the DOE.
- Access to Geometry (Carnegie unit course) upon completing Algebra I

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)

Students who enter from approved schools within the state are placed in the corresponding grade from the sending school. High school students may transfer earned credits as listed on the official transcript. Course placement will be aligned with current RSD course offerings.

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

Students who enter from approved out-of-state schools are placed in the corresponding grade from the sending school. High school students may transfer earned credits as listed on the official transcript. Course placement will be aligned with current RSD course offerings.

c. Home Study and Unapproved schools (public/nonpublic)

i. Provisions for LEAP/iLEAP Students

According to the state's High Stakes Testing Policy, students entering into 5th and 9th grade from home study and unapproved schools must take and pass the state approved IOWA placement examination. Students must meet the Basic/Approaching Basic standard. Students entering grades K-4 will be administered reading and mathematics readiness assessments to determine placement. Students entering grades 6-8 will be administered a benchmark assessment to determine placement.

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

K-4 – DIBELS, Slossen, and/or the district made cumulative benchmark exam
6-8 - the district made cumulative benchmark exam

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

Students requiring certification of credit earned in a home study or unapproved school situation will be administered a state approved, course-specific end of course proficiency examination.

2. Describe the procedures for Interim IEPs.

The RSD adheres to the following procedures and practices for provide services to students with disabilities in accordance with Revised Bulletins 1706 and 1508.

A. Purpose

1. Diagnostic. Provides a basis for the student to receive special educational and related services and provides an appraisal program to gather assessment data for the individual evaluation process.
2. Access to Immediate Services. All new students must be offered enrollment. This enrollment process, from initial entry into the LEA to placement, must occur within 10 school days.

B. Appropriateness. Interim IEPs are developed for the following groups:

1. Severe/Low Incidence. An Interim IEP should be developed for students with severe or low incidence impairments¹ documented by a qualified professional concurrent with the conduct of an evaluation.
 2. Out-of-State/Pending Evaluation Completion. Students who have been receiving special educational services in another state concurrent with the conduct of an evaluation. The Interim IEP must be completed within 10 days of receipt of the student's documents.
 3. 3-5 Year Olds suspected of having a disability.
-

4. Out-of-School. Students out of school who are suspected of having a disability, including former students receiving special education services, through the age of 22, who have left a public school without completing their public education by obtaining a state diploma.
3. List the placement test(s) administered to the above-mentioned transfer students, if applicable.

N/A

H. Retention Policy

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

In accordance with RSD policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4th and 8th graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5 unless otherwise indicated in the policy. For all other grades, RSD shall comply with the request of the Louisiana Department of Education; students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented. Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the Rtl team if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

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

The following LEA Policies may determine student retention:

- Student in grades K- 12 who are absent without cause for more than 10 instructional days may be retained.
 - Students in grades 4 and 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and retake the summer retest. Students in grades K – 8 shall participate in an intervention program by content that is provided at each school site.
3. Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.

The implementation of a comprehensive assessment plan is a critical element of an effective school-level plan for preventing reading difficulties. There are four objectives:

- 1) Schools shall use **DIBELS** assessment to **identify** students at the beginning of the year who are “at risk” for reading difficulties and need extra instruction to progress toward grade-level standards. **The RAN/RAS (write the name of this assessment)** will be used to screen at-risk students for dyslexia and related disorders.
- 2) To **monitor** students’ progress during the year to determine whether “at risk” students are making progress and to identify students who are falling behind. **DIBELS** will be administered to all K-3 students in the fall, winter, and spring.
- 3) To **collect** information about students from the **DIBELS** assessment that will be helpful in planning instruction to meet student’s needs.
- 4) To use **DIBELS** data to **assess** whether the instruction provided by classroom teachers and others is helping all students achieve grade-level reading standards by the end of each year from kindergarten to third grade. **Voyager Passport** will be the intervention model used for K-Gr3 students in strategic tier 2 and intensive tier 3. Progress monitoring will be provided every three weeks for students receiving intervention. Progress monitoring and/or **DIBELS** will provide data to determine when students move in or out of intervention. Intervention is provided by certified teachers or trained paraprofessionals/volunteers to groups of no more than six students. If students are highly at risk and in need of intensive intervention, groups of no more than three students are recommended. Each school’s RTI Team (Response to Intervention Team) will review assessment results and assist with instructional recommendations for the classroom teachers and interventionists regarding student placement.

I. Alternative Schools/Programs/Settings and Adult Education

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

Alternatives to regular placement shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for School Administrators and the RSD Student Code of Conduct.

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

Students shall be 16 years of age and shall meet one or more of the following criteria:

- *Shall have failed LEAP 21 English language arts and/or math 8th grade test for one or two years; or*
- *Shall have failed English language arts, math, science and/or social studies portion of the GEE; or*
- *Shall have participated in out-of-level testing or alternate assessment; or*
- *Shall have earned not more than five Carnegie units by age 17, not more than ten Carnegie units by age 18, or not more than fifteen Carnegie units by age 19.*

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

Schwarz Academy and Hope Academy are the districts two alternative schools for students with Level II and Level III behavioral offenses. Students whose expulsion has been upheld after a due process hearing are eligible for enrollment. These schools are designed to provide a challenging learning environment while students receive social and psychiatric interventions after a complete social assessment is completed. Students are enrolled at the sites for a minimum of 45 days. Promotion policy is governed by the same policy regulations as the rest of the RSD students.

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 RSD adheres to the policy as set forth in Bulletin 741.

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.

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

The teacher of any student who is showing limited academic progress has the responsibility of initiating a student placement review by the Rtl team. Team/parent conferences should be held in order to develop effective intervention strategies for student. Student interventions will be evaluated monthly for effectiveness and adjusted as needed. These strategies and adjustments will be documented in writing to the parent and appropriate teachers and included in the student's cumulative record.

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

Maintenance, use and dissemination of information shall conform with requirements of all applicable state and federal laws including the Louisiana Public Records Act, the Family Educational Rights and Privacy Act (FERPA), and the Individuals with Disabilities Education Act

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

Cumulative Folder*

A cumulative folder is maintained on every pupil in the system. The folder will be transferred from one school to another within the system, and it will be filed in the records of the school last attended by the pupil. If the school closes, the folder(s) will be maintained by the district office. Information and files shall be stored with limited accessibility and shall be kept reasonably safe from damage and theft. Maintenance, use and dissemination of information shall conform with requirements of all applicable state and federal laws including the Louisiana Public Records Act, the Family Educational Rights and Privacy Act (FERPA), and the Individuals with Disabilities Education Act Each cumulative folder should include the following items (where applicable):

- **Access to Confidential Records Form affixed to the inner cover of the folder**
- **Guidance information**
- **Anecdotal records**
- **Doctor's certificates**
- **Health records (i.e. immunization record)**
- **Student Study Educational Plan (Appendices C and C2), if**
- **Home Language Survey form**
- **504 evaluations and accommodation plans**
- **IEP Due Process checklist**
- **Referral forms**
- **Current ESY IEP (and all former ESY IEPs)**
- **Current IEP (and all Multidisciplinary evaluations (stored in special education confidential files)**
- **iLEAP Standardized Norm referenced Test (NRT) Results**
- **LDE (LEAP) Criterion-referenced test (CRT) Individual Student Report**
- **Elementary report card**
- **Communications from parents, where appropriate**
- **Current computerized transcript t**
- **Record of results of credit exam**
- **Copy of pupil's social security number**
- **All documentation of Exceptions to the High Stakes Policy with supporting documentation**
- **Documentation of Identification, assigned interventions and progress monitoring through RTI**

- *Documentation of outcomes and progress in remediation and alternative programs*
- *Early Release Requests*
- *Parental Consent to Participate in Pre-GED Skills Option Program*
- *All LDE LEAP/GEE/iLEAP Student Test labels affixed to folder*
- *Exceptional Children's Services Exit Options Form*
- *Documentation of McKinney Vento*

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

a. Regular education students

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school site administrator to discuss the discrepancy. If further action must be taken the district office of school support should be contacted.

b. Student with disabilities

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school site administrator to discuss the discrepancy. If further action must be taken the district office of exceptional services should be contacted. *Due process procedures for qualified students must be consistent with those defined in § Bulletin 1508.*

c. Section 504 students

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the school site administrator to discuss the discrepancy. If further action must be taken the district office of school support should be contacted. *Due process procedures for qualified students must be consistent with those defined in § Bulletin 1706.*

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

Not Applicable.

N. Science Education Act

1. Each LEA is required to have a policy regarding the implementation of the Science Education Act. (Bulletin 741 §337 C. 18; §2304) Include the policy for your district.

Recovery School District will follow the Louisiana Science Education Act:

A. BESE shall, upon request of an LEA, allow and assist teachers and school administrators to create and foster an environment that promotes critical thinking skills, logical analysis, and open and objective discussion of concepts, laws, principles, and scientific theories.

1. Such assistance shall include support and guidance for teachers regarding effective ways to understand, analyze, critique, and objectively review concepts, laws, principles, and scientific theories.

2. Any LEA may request such assistance by contacting the Division of Curriculum Standards of the DOE.

B. Teachers shall teach the content presented in the Louisiana Comprehensive Curriculum or other curriculum developed by the LEA that is based on the Louisiana Science Content Standards and Grade-Level Expectations, and the standard textbook supplied by the LEA.

1. The teacher may then use supplemental textbooks and other instructional materials as permitted by the LEA unless otherwise prohibited by BESE.

C. Classroom instruction and materials shall not promote any religious doctrine, promote discrimination for or against a particular set of religious beliefs, or promote discrimination for or against religion or nonreligion

D. BESE shall determine which supplemental materials shall be prohibited from use in science classes in public schools according the procedure below.

1. Any Louisiana citizen may challenge materials used by an LEA by submitting a complaint to the Division of Curriculum Standards of the DOE for consideration by BESE. The complaint should contain the reasons for the challenge and cite evidence to substantiate the challenge.

2. The DOE will notify the LEA using the supplementary material that the complaint has been filed.

3. The DOE will conduct a meeting allowing the complainant, the LEA, and any interested parties adequate time to present their arguments and information and to offer rebuttals.

4. The DOE will make a recommendation to BESE based on the following criteria.

a. The supplemental materials must be grade-level appropriate.

b. The information contained in the supplemental materials must be scientifically sound and supported by empirical evidence.

c. The materials shall not promote any religious doctrine, promote discrimination for or against a particular set of religious beliefs, or promote discrimination for or against religion or non religion.

E. The following procedure shall be followed for complaints filed about supplemental materials used in a science classroom.

1. Any Louisiana citizen may challenge materials used by an LEA by submitting a complaint to the Division of Curriculum Standards of the DOE for consideration by BESE. The complaint should contain the reasons for the challenge and cite evidence to substantiate the challenge. The complaint should be sent to the Director of Curriculum Standards.

2. The DOE will notify the LEA using the supplementary material that the complaint has been filed and will provide the LEA with a copy of the complaint. The DOE will request from the LEA a copy of the supplementary materials in question.

3. The DOE shall have the opportunity to appoint two reviewers of the materials. The challenger, the LEA, and the publisher (if any) shall each have the opportunity to appoint one reviewer of the materials. The DOE will provide the reviewers with copies of the supplementary materials and the complaint. The reviewers should be experts who are capable of determining if the materials are grade-level appropriate, if the materials are scientifically sound and supported by empirical evidence, and if the materials do not promote any religious doctrine, promote discrimination for or against a particular set of religious beliefs, or promote discrimination for or against religion or non-religion.

4. The DOE will determine a time and location for a meeting. The DOE will notify the LEA, the complainant, and the reviewers of the date, time, and location. The LEA and the complainant may bring others with them to the meeting.

5. At the meeting, the LEA and the complainant and/or the representatives of each side will explain their positions. The reviewers may ask questions. All reviewers will complete a form indicating that the materials do or do not violate each of the following provisions and include explanations for their recommendations.

a. The supplementary materials are grade-level appropriate.

b. The information contained in the supplementary materials are scientifically sound and supported by empirical evidence.

c. The materials shall not promote any religious doctrine, promote discrimination for or against a particular set of religious beliefs, or promote discrimination for or against religion or nonreligion.

6. The DOE will forward the reports of the reviewers to BESE. The DOE may elect to make its own recommendation. The DOE will notify the challenger, the LEA, and the publisher of the date and time when the recommendations will be presented to BESE for consideration.

SECTION IV

REMEDIATION

Legal Authorization

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

R.S. 17:394 – 400 is the established legislation for the remedial education programs.

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

Purpose

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

State Mandatory Requirements

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

- A. For the Graduation Exit Examination (GEE) LEAP Alternate Assessment Level 2 (LAA2) and End-of-Course Tests, 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
 - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

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

Local Program Development and Evaluation

I. School Year Remediation Program

A. Program Objectives

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

- *At least 80% of the eligible students will participate in the LEAP Preparation/Remediation Program.*
- *Of those students who participate in the English Language Arts component of the LEAP Program, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 spring or summer LEAP test.*
- *Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 spring or summer LEAP test*

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.
 - *At least 80% of the eligible students will participate in the LEAP Preparation/Remediation Program.*

- *Of those students who participate in the English Language Arts component of the LEAP Program, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 spring or summer LEAP test.*
 - *Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 spring or summer LEAP test*
2. Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

The pupil/tutor ratio must be no more than 20:1.

3. Does the district suggest or require a minimum number of hours each school should provide remediation services to its eligible students? If so, what is the minimum?

The tutoring program shall offer each eligible student a minimum of 50 hours of tutoring/remediation. The minimum 50 hours shall be provided between the beginning of the school year and Friday, before spring testing begins for the school year. Programs may continue to the end of the regular school year.

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

Intervention / remediation will commence at the beginning of the school year and continue throughout the year.

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

Remedial teachers shall possess the appropriate certification/qualifications as required by the SBESE. (See subsection 911 of Bulletin 1566).

Paraprofessionals possess the appropriate certification/qualifications as required by the RSD.

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

LEAP Pass on Paper, Focused Learning Lessons, Triumph Learning's Coach, and Ladders for Success are only some of the resources that will be used in the tutoring programs. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be tailored to address weaknesses as identified by previous

standardized assessments and other district authorized assessments to maximize impact.

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

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

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

Science and social studies remediation is imbedded in the ELA remediation. Students are offered diverse activities to address all required skills.

C. Coordination of Funds

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

Title II funds will be used to provide staff development for teachers and to provide technology for students to be used during remediation. Local funds will provide transportation. Food Service will provide snacks. Title funds will be used to pay teacher salaries and benefits, and to purchase instructional supplies and materials. IDEA funds will be utilized to provide nursing services for students with complex health needs.

D. Evaluation

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

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

- *At least 80% of the eligible students will participate in the LEAP Preparation/Remediation Program.*
- *Of those students who participate in the English Language Arts component of the LEAP Program, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 summer LEAP test.*
- *Of those students who participate in the Mathematics component of the LEAP Remediation Programs, 50% will achieve the passing standard needed for promotion to the 5th or 9th grade on the 2011 summer LEAP test*

B. Program Description

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

Summer remediation is made available to any 4th or 8th grade student who scores below the approaching basic level on the LEAP examination.

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

The district suggests a 20 to 1 pupil/teacher ratio for remediation programs.

3. Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

Summer remediation will begin on June 1, 2010 and will be conducted Monday through Thursday as an intensive 6 hour programs until re-testing begins. Bridge time will be offered from the date of the spring test score release to insure that each school offers a minimum of 50 hours per subject at both 4th and 8th grade levels.

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

Teachers and paraprofessionals apply for positions in the summer remediation program and are required to provide verification of certification as well as principal recommendation.

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

Instruction in the state funded remedial education program shall be based on student deficits identified on the state testing program in written

composition, Language Arts, and Mathematics. Instruction shall include the mastery of prerequisite skills in the area of deficiency. LEAP Pass on Paper, Focused Learning Lessons, Triumph Learning's Coach, and Ladders for Success are only some of the resources that will be used in the tutoring programs. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be tailored to address weaknesses as identified by previous standardized assessments and other district authorized assessments to maximize impact.

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

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

C. Coordination of Funds

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

Title II funds will be used to provide staff development for teachers and to provide technology for students to be used during remediation. Local funds will provide transportation. Food Service will provide snacks. Title funds will be used to pay teacher salaries and benefits, and to purchase instructional supplies and materials. IDEA funds will be utilized to provide nursing services for students with complex health needs.

D. Evaluation

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

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

III. GEE, LAA 2, and EOC Remediation

For the GEE, LAA 2 and EOC Tests, 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.

Describe the GEE, LAA 2, and EOC remediation provided for students. Include the following:

A. Program Objectives

The objectives of the GEE, LAA 2 and EOC remediation programs are for 80% of high school students that fail a portion of the aforementioned exams attend 50 hours of remediation, take the retest, and have a 60% passing rate following each retest.

B. Program Description

1. Student selection criteria

Students who do not meet the passing standard of either the GEE, LAA 2 or the EOC examination will be eligible for remediation.

2. Pupil/Teacher ratio

The pupil/teacher ratio is 20 to 1.

3. Instructional time

Summer remediation will begin on June 1, 2010 and will be conducted Monday through Thursday as an intensive 6 hour programs until re-testing begins.

4. Selection criteria for teachers and/or paraprofessionals

Teachers and/paraprofessionals apply for positions in the summer remediation program and are required to provide verification of certification as well as principal recommendation.

5. Materials and methodology to be used

Instruction in the state funded remedial education program shall be based on student deficits identified on the state testing program. Instruction shall include the mastery of prerequisite skills in the area of deficiency. Triumph Learning's Coach, American Book Company's Passing the GEE and Louisiana Pass are only some of the resources that will be used in the tutoring programs. The aforementioned materials will be supplemented with additional technology resources. Student's tutoring lessons will be

tailored to address weaknesses as identified by previous standardized assessments and other district authorized assessments to maximize impact.

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

The following program types will be offered:

- remediation Courses
- Saturday Tutoring
- Summer School

R

S

S

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

The Parental Notification and Remediation form will be used to document that the services were offered to and refused by parents. A copy shall be kept in the student's official file.

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

Title II funds will be used to provide staff development for teachers and to provide technology for students to be used during remediation. Local funds will provide transportation. Food Service will provide snacks. Title and 8g funds will be used to pay teacher salaries and benefits, and to purchase instructional supplies and materials. IDEA funds will be utilized to provide nursing services for students with complex health needs.

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

The Recovery School District shall participate in the evaluation of the remedial education program conducted by the State Department of Education. An annual evaluation of its remediation program shall be submitted to the state superintendent. This evaluation will include: (1) student performance, (2) coordination with other programs, (3) instruction, and (4) budget. All exit examination results and individual progress records citing students' performance will be maintained at the central office as well as at the school site.

PENDIX A

State Terms

1. **Acceleration** – advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a “gifted student” as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – part of the LEAP for students with disabilities that meet participation criteria for LEAP Alternate Assessments, Levels 1 and 2.
3. **Content Standards** – statements of what we expect students to know and be able to do in various content areas
4. **Grade-level Expectations (GLEs)** – statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies
5. **LEAP Summer Remediation** – the summer program offered for the purpose of preparing students to pass the LEAP retest in English language arts or mathematics
6. **Louisiana Educational Assessment Program (LEAP)** – the state’s testing program that includes grades 3, 5, 6, 7, and 9 iLEAP; grades 4 and 8 criterion-referenced testing program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English language arts, mathematics, science and social studies); and including the LEAP Alternate Assessment, Level 1 (LAA 1) for grades 3 - 11, and Level 2 (LAA 2) for grades 4 – 11.
7. **Louisiana Comprehensive Curriculum (LCC)** – curriculum that is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning
8. **Promotion** – a pupil’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
9. **Pupil Progression Plan** – the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the LEAP with goals and objectives which are compatible with the Louisiana competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education (SBESE); A Pupil Progression Plan shall require the student’s proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.
10. **Regular placement** – the assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan; Placement includes promotion, retention, remediation, and acceleration.
11. **Remedial Programs** – programs designed to assist all students to overcome educational deficits identified through the LEAP/GEE and other local criteria
12. **Remediation** – see *Remedial programs*
13. **Retention** – non-promotion of a pupil from a lower to a higher grade
14. **Interventions** are district-wide general education processes that provide students with high-quality research based instruction which are matched to student need. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to

achieve Benchmark success. This data is a general requirement for most evaluations for IDEA.

Local Terms

1. **Above Grade Level/Academically Enhanced** – those pupils who have performed at stanine 6 or above on a standardized norm-referenced test, maintained a B or above average (in subject matter area), and have a summary assessment of 30 or higher on the Modified Renzulli-Hartman Teacher Recommendation Form.
2. **Academically Able/At Grade Level** – those pupils who are performing at the appropriate grade level with a passing grade and have performed at stanine 4 or 5 on a standardized norm-referenced test
3. **Advancement** – the assignment of a special education pupil enrolled in an alternative to regular instructional program (either self-contained or resource) to the next higher level: primary, intermediate, middle/junior or senior high
4. **“At risk student”** – a student with a profile that indicates a combination of factors that often leads to dropping out, including but not limited to failure, absenteeism, poor attitude, low academic achievement, drug abuse, delinquency, pregnancy, etc., frequently reflecting family problems, low socio-economic status, unemployment, and other environmental conditions not conducive to success in school
5. **Attendance** – present at school and actively participating in classroom and school activities
6. **Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (ADD/ADHD)** – a medically defined neurological disorder manifested by difficulties in attention and concentration, impulse, and activity level
7. **Benchmarks** –The RSD uses Benchmark Assessments to determine the mastery of Grade Level Expectations during the school year.
8. **Compensatory and/or Remedial Programs** – programs designed to assist pupils including identified disabled pupils to overcome educational deficits identified through the LEAP and other local criteria
9. **Dyslexia** – a language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity; Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling.
10. **Exceptional Pupil** – one who is evaluated in accordance with Bulletin 1706, *Regulations for Implementation of the Exceptional Children’s Act*, and is determined according to the State Department of Education Pupil Appraisal Handbook, *Bulletin 1508*, to have an exceptional ability or a disability
11. **Inclusion** – refers to the commitment to educate each child to the maximum extent appropriate in the school and classroom he/she would otherwise attend if he/she did not have a disability; involves bringing the support services to the child rather than moving the child to the services; requires

only that the child will benefit from being in the class, rather than having to keep up with the other pupils

12. **Louisiana Literacy Assessment Program** – a process of measuring pupil performance in the application of academic skills to life coping situations to assure that each Louisiana graduate is literate (Act 750)
13. **Language Minority Student** – is a student whose primary language is a language other than English as determined by the Home Language Survey.
14. **Limited English Proficient (LEP)** – a language minority student whose listening , speaking, reading or writing English proficiency is below the average English proficiency level of English speaking students of the same age and/or grade or whose native language is a language other than English
15. **Native Language** – used with reference to an individual whose primary language is other than English.
16. **Pull-out English as a Second Language Program** is used to develop fluency in English. Students identified as limited English proficient leave the mainstream classroom part of the day to receive ESL instruction that focuses on grammar, vocabulary, and communication skills, not academic content.
17. **State Content Standards** written subject area standards outlined in the LDE Curriculum Guides
18. **School Building Level Committee (SBLC) or Response to Intervention Team (RTI)** – a designated school-based committee consisting of representatives of the following groups: support personnel, teachers, school administrators, and parents and pupils to address individual and group needs at the school
19. **Standards** – general statements that represent what information students should know and understand or what skills they should be able to do as a result of their educational experiences
20. **Student Initiated Activity** - unstructured, non-teacher directed learning activities that pupils engage in during the school day; These learning activities might be initiated by an individual pupil or a small group of pupils according to interest and availability of resources within the classroom setting. The teacher facilitates and supervises rather than directs these activities.
21. **Term** – a period of time at the end of which a student is assigned a final course grade (i.e., in a 4x4 block schedule, school term is equal to two quarters or one semester)

APPENDIX B

LEA Forms



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
RECOVERY SCHOOL DISTRICT



OFFICIAL GRADE CHANGE FORM

School _____

Student's Name: _____

Identification Number: _____ Date of Birth: _____

Enrolled Grade level: _____ Course Title: _____

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

Date the Grade was issued: _____ Semester Grade Received _____

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

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

Teacher's Signature Date

Counselor's Signature Date

Data Manager's Signature Date

Principal's Signature Date

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

Louisiana Student Residency Questionnaire Form

Louisiana School District _____ School _____

Your child may be eligible for additional educational services through Title I Part A, Title I Part C-Migrant, and/or Title X, Part C, Federal McKinney-Vento Assistance Act. Eligibility can be determined by completing this questionnaire.

1. Where are you and your family currently staying? Check one box.

<p>Section A</p> <p><input type="checkbox"/> Rent/own my own home.</p> <p>STOP: If you rent/own your own home, sign under item 5 and submit form to school personnel.</p>	
<p>Section B</p> <p><input type="checkbox"/> Temporarily with another family because we cannot afford or find affordable housing.</p> <p><input type="checkbox"/> With an adult that is not a parent or legal guardian, or alone without an adult.</p> <p><input type="checkbox"/> In a hotel/motel.</p> <p><input type="checkbox"/> In a vehicle of any kind, trailer park or campground without running water/electricity, abandoned building or substandard housing.</p> <p><input type="checkbox"/> In an emergency/transitional shelter.</p> <p><input type="checkbox"/> Other</p> <p>CONTINUE: If you checked a box in Section B, complete the remainder of this form.</p>	<p>For School Use Only:</p> <p><input type="checkbox"/> Doubled-Up</p> <p><input type="checkbox"/> Doubled-Up/ Unaccompanied Youth</p> <p><input type="checkbox"/> Hotel/Motel</p> <p><input type="checkbox"/> Unsheltered</p> <p><input type="checkbox"/> Sheltered</p> <p><input type="checkbox"/> Unknown</p>

- 2. Have you moved in the past 3 years to seek work as a paid laborer in any type of farming (sod, dairy, chicken, vegetable, citrus, or other) or fishing? (Check One) Yes No**
- 3. If you checked a box in Section B, your child/children may be eligible for additional educational services through Title I, Part A, Title I Part C-Migrant, or Title X, Part C- Federal McKinney-Vento Assistance Act.**

Student(s) Name		S.S.#	M/F	D.O.B.	Grade	School Name
First	Last					

- 4. Would you like to be contacted by a member of the school system's Education for Homeless Children and Youth program staff? Yes No**
- 5. The undersigned certifies that the information provided above is accurate.**

Print Parent/Guardian Name/Adult Caring for Student _____ Signature _____
 Date _____

(Area Code) Phone number _____ Street Address _____ City _____ State _____
 Zip _____

School Use Only

- Free or Reduced Price Meals Form submitted/signed
- Referral Form completed/submitted

Print School Contact _____ Title _____ Signature (required) _____ Date _____
 (Revised 4/06)

MCKINNEY-VENTO CONFIDENTIAL REFERRAL FORM

Louisiana School District

Date _____

Not In School _____

Student _____ (M/F) Parent/Guardian _____ Race _____

School _____ Age _____ Grade _____ Sp Ed Y/N _____ D.O.B. _____

S.S.# or I.D.# _____ Phone Number _____

Temporary Address _____ City _____ Zip _____

Referring Person _____ **Position** _____

Reason for referral: **Problems listed below often prevent homeless children and youth from attending school. Please check the areas of concern which apply to the student identified above.**

- ___ Student lacks a permanent residence
- ___ Student is unable to pay school fees
- ___ Immunizations are needed
- ___ A birth certificate is needed
- ___ Excessive absences are a problem
- ___ Lacks academic records and/or documentation
- ___ Academic problems indicate a need for tutoring
- ___ School supplies are needed
- ___ Transportation to school is a problem
- ___ Student/family needs assistance accessing community resources
- ___ Behavior indicates a need for mental health counseling
- ___ School clothes are needed:
- Sizes: Shirt _____ Pants _____ Shoes _____ Other _____
- ___ Free lunch form needed
- ___ Health problems are indicated
- ___ Guardianship is a problem
- ___ IDEA services needed _____ LEP/ESL services needed _____ Migrant services needed _____

Check all that apply:

- Doubled-Up
- Doubled-Up/Unaccompanied Youth
- Hotel/Motel
- Unsheltered
- Sheltered
- Unknown

COMMENTS: _____

(Other children in home: (Use back if necessary.) _____

School Personnel Signature _____

Homeless Liaison's Signature _____

- *LIAISON'S SIGNATURE INDICATES STUDENT(S) MEET TITLE X, PART C REQUIREMENTS
- Copy sent to District Homeless Liaison Copy Placed in Student's Cumulative Record



STATE OF LOUISIANA DEPARTMENT OF EDUCATION
 1641 Poland Avenue, New Orleans, LA 70117
 RECOVERY SCHOOL DISTRICT
 504.373.6200 • www.nolapublicschools.net
Leadership/RTI Consideration

Teacher: _____ School: _____ Date: _____

Student: _____ DOB: ___/___/_____ Sex: ___ Age: ___ Grade: _____

Student's Primary Language: _____ Race: _____ Student ID: _____

Student's Address: _____ Phone (Home): _____ (Cell): _____

_____ Alt. Phone: _____

City State Zip

Parent/Guardian: _____ Date of Parent Contact: ___/___/_____

Parent/Teacher Contact Date(s): _____

Teacher Concerns: _____

Reason For Request

Please check the specific reason/situations which indicate that this student may be in need of special services:

- 01 Reading/Language Arts Difficulties
- 02 Mathematics Difficulties
- 03 Other Academic Difficulties
- 04 Social Behavior Problems
- 05 Motor Difficulties
- 06 Health Problems
- 07 Visual Difficulties
- 08 Hearing Difficulties
- 09 Communication Difficulties
- 10 Gifted
- 11 Talented in _____
- 12 Parent/Guardian Request

OR

Reason For Immediate Referral:

- 01 Violent Behavior
- 02 Severe or Low Incidence Impairment
- 03 Out of State Transfer

Interventions

Please check and date the appropriate blank if the student has received any of the following services:

- Reading/Lang. Arts Support Class Change
- Math Support Counseling
- Behavior Intervention Plan 504 Plan
- Curriculum Change Other

Please describe interventions/modifications attempted and the results. Attach any additional progress monitoring data. If Tier III, attach **Leadership/RtI Decision**

Tier I

Beginning Date: _____ Ending Date: _____

Tier II

Most Recent Statewide Achievement Test Scores:

Name of Test _____ Date: ___/___/_____

Reading Results: _____ Percentile _____ Stanine _____ Grade Level _____ Beginning Date: _____ Ending Date: _____

Language Results: _____ Percentile _____ Stanine _____ Grade Level _____

Math Results: _____ Percentile _____ Stanine _____ Grade Level _____ Tier III (Summary) Attach Referral to RTI Team Form

Universal Screening Results (i.e., DIBELS, SRI, CBA)

Date: _____ Benchmark/Score(s): _____

Date: _____ Benchmark/Score(s): _____

Beginning Date: _____ Ending _____

Date: _____

Progress Monitoring Data: (i.e. graphs, charts) Please attach data.

Progress Summary: _____

CHECK ONE:

_____ Request for Academic/Behavioral Intervention

(circle one)

_____ Request for Special Education Consideration

Screening: (Vision/hearing screening must be within 24 months to be considered current.)

Hearing Results: Normal ___ At Risk ___ Screening Date ___/___/___ Vision Results: Normal ___ At Risk ___ Screening Date ___/___/___

Speech Results: Normal ___ At Risk ___ Screening Date ___/___/___ Motor Results: Normal ___ At Risk ___ Screening Date ___/___/___

Date of Prior Evaluation (if any): ___/___/___ Classification: _____

Does the student receive speech therapy? ___ Yes ___ No Date: ___/___/___

Does the regular P.E. program provide for the needs of the student? ___ Yes ___ No

Does the student receive assistive technology? ___ Yes ___ No Date ___/___/___

General Health: Explain any yes answers to the following questions: Does the student:

a. have recurring health problems? ___ Yes ___ No If yes, explain _____

b. regularly take medication? ___ Yes ___ No If yes, explain _____

c. have a physical impairment? ___ Yes ___ No If yes, explain _____

d. receive professional services? ___ Yes ___ No If yes, explain _____

Has the student repeated any grades? ___ Yes ___ No If yes, which grade(s)? _____

Has the student experienced attendance problems? ___ Yes ___ No If yes, which grade(s)? _____

White – Parent

Yellow – RtI/School

Pink – Appraisal

Gold - Central Office



**STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
RECOVERY SCHOOL DISTRICT**

1641 Poland Avenue, New Orleans, LA 70117

504.373.6200 • www.nolapublicschools.net

Leadership\RTI Team Decision

Student's Name _____ Date _____ Grade _____
 School _____ DOB _____

The RtI Team met and reviewed additional information on this referral and recommends:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Adjust Classroom Setting | <input type="checkbox"/> Classroom Change | <input type="checkbox"/> Other |
| <input type="checkbox"/> 504 Screening | <input type="checkbox"/> Initial Evaluation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Support Services/Intervention | <input type="checkbox"/> Reevaluation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Adjust Intervention | <input type="checkbox"/> Related Service Screening | |

Intervention(s)	Start Date(s)	Review Date(s)	Person(s) Providing Intervention(s)	Progress Monitoring Method Used	Result(s)

Plan of Action:

Summary Results:

Participants:

- | | |
|--------------------------------|------------------|
| _____ School Administrator | _____ Parent |
| _____ Social Worker | _____ Teacher |
| _____ Speech Pathologist | _____ Counselor |
| _____ Special Educator | _____ Nurse |
| _____ Literacy Coach | _____ Math Coach |
| _____ Reading Interventionist | _____ SLC Leader |
| _____ Appraisal Representative | _____ Other |

White – Parent

Yellow – RtI/School

Pink – Appraisal

Gold – Central Office



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
RECOVERY SCHOOL DISTRICT

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August 18, 2010

Nancy Beben, Director
Division of Curriculum Standards
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804

Dear Ms. Beben,

Due to budget constraints, the Recovery School District New Orleans Schools are unable to comply with the BESE mandate to provide foreign language instruction to students in grades 3 – 8.

We therefore respectfully request a waiver of full implementation at this time.

Sincerely,

Paul Vallas
Superintendent

IDEA / LEP / Extenuating Circumstances
Promotion of 4th & 8th Graders Who Have NOT Met B/AB LEAP Criteria
 Reference High Stakes Testing Policy (Revised May 2008) & Local Pupil Progression Plan

Student: _____ Grade: ____ SS#: _____

Student's Mailing Address: _____

School: _____ School Code: _____

Principal: _____ Date: _____

A. STUDENTS WITH DISABILITIES UNDER IDEA Yes / No

Did student participate in EITHER LEAP Alternate Assessment, Level 1 or LEAP Alternate Assessment, Level 2 (LAA 1 or LAA 2)?	
Does the School Building Level Committee (RtI Team) recommend promotion?	
<i>If all answers are "yes," go to Section C.</i>	

B. ONE-TIME WAIVER FOR LEP STUDENTS Yes / No

Did student participate in statewide assessment?	
Is this the first waiver based on limited English proficiency requested for this student?	
Does the School Building Level Committee (RtI Team) recommend promotion?	
<i>If all answers are "yes," go to Section C.</i>	

C. PROMOTION DECISION Yes / No

Did student meet all criteria for promotion in accordance with the local PPP?	
<i>All information on this form is accurate. Promotion is recommended to grade: (Circle one) 5 9</i>	
<i>Documentation is on file at the school.</i>	
<i>Principal's Signature:</i>	
<u>RSD Central Office Use Only</u>	
<i>Information on the form has been reviewed for compliance with the High Stakes Testing Policy.</i>	
<i>RSD Accountability Officer's Signature:</i>	Promote to grade 5 9

WAIVER FOR EXTENUATING CIRCUMSTANCES

Waivers will be considered for 4th and/or 8th grade students who are unable to participate in LEAP testing and/or unable to attend summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- A physical illness or injury that is acute or catastrophic in nature
- A chronic physical condition that is in an acute phase
- Court-ordered custody issues

Waivers for extenuating circumstances will be considered on a case-by-case basis. Contact the RSD Accountability Office to apply for a waiver based on extenuating circumstances.



Receiving school should only accept the original copy signed in blue ink and stamped with the RSD official seal.

Promotion of 4th Graders Who Have NOT Met B/AB LEAP Criteria

Reference High Stakes Testing Policy (Revised May 2008) & Local Pupil Progression Plan

Student: _____ SS#: _____

Student's Mailing Address: _____

School: _____ School Code: _____

Principal: _____ Date: _____

A. APPEAL FOR 4TH GRADE STUDENTS (Possible Promotion to Grade 5)

Yes / No

Is highest score in ELA and/or Math (spring or summer) within 20 scaled score points of the cutoff score for Basic? (Basic cutoff for ELA = 301 / Basic cutoff for Math = 315)	
Circle subject(s) for which appeal is being considered (subject[s] with scaled score within 20 points of Basic). ELA Math	
Does student have a 3.0 grade point average (4.0 point scale) in the subject(s) for which the appeal is being considered?	
Did student meet state-mandated attendance regulations during the regular school year?	
Did student attend LEAP summer remediation?	
Did student take the summer retest?	
<i>If all answers are "yes," go to Section F to determine eligibility for promotion to grade 5.</i>	

B. 4TH GRADE REPEATERS (Possible Promotion to Grade 5)

Yes / No

Did student attend LEAP summer remediation?	
Did student take the summer retest?	
<i>If all answers are "yes," go to Section F to determine eligibility for promotion to grade 5.</i>	

C. 4TH GRADE REPEATERS WHO WILL BE 12 YEARS OLD BY 9-30 (Possible Promotion to Gr. 6)

Yes / No

Did student attend LEAP summer remediation?	
Did student take the summer retest?	
<i>RSD Schools Only: Did the student meet the Basic/Approaching Basic criteria for ELA/Math? (Use test history)</i>	
<i>If all answers are "yes," go to Section F to determine eligibility for promotion to grade 6.</i>	

D. OVERRIDE (Possible Promotion to Grade 5)

Yes / No

Circle subject in which the student's highest score is Unsatisfactory.	ELA	Math	
Did student score Mastery or Advanced on EITHER ELA or Math LEAP? (Use student's test history.)			
Did student participate in BOTH spring and summer administrations of LEAP?			
Did student attend LEAP summer remediation?			
Did student take the summer retest in the <i>Unsatisfactory</i> subject?			
<i>If all answers are "yes," go to Section F to determine eligibility for promotion to grade 5.</i>			

E. 4th GRADE TRANSITION PROGRAM (Possible promotion to Grade 6 in 2011-12)

Yes / No

Did student attend LEAP summer remediation?	
Did student take the summer retest?	
Did student score Approaching Basic on BOTH ELA and Math LEAP? (Use student's test history.)	
<i>If all answers are "yes," go to Section F.</i>	

F. PROMOTION DECISION

Yes / No

Did student meet all criteria for promotion in accordance with the local PPP?	
<i>All information on this form is accurate. Promotion is recommended to grade: (Circle one) 5 6</i>	
<i>Principal's Signature:</i>	
<i><u>RSD Central Office Use Only</u> Information on the form has been reviewed for compliance with the High Stakes Testing Policy.</i>	
<i>Promote to grade 4 Transition 5 6. RSD Accountability Officer's Signature:</i>	



Return the original form to RSD Central Office, 1641 Poland Avenue, NOLA 70117.

Promotion of 8th Graders Who Have NOT Met B/AB LEAP Criteria

Reference High Stakes Testing Policy (Revised May 2008)
& Local Pupil
Progression Plan

Student: _____ SS#: _____
Student's Mailing Address: _____
School: _____ School Code: _____
Principal: _____ Date: _____

A. WAIVER FOR 8TH GRADE STUDENTS

Yes / No

Did student attend LEAP summer remediation?	
Did student take the summer retest?	
Did student score Approaching Basic or above on BOTH ELA and Math LEAP? (Use student's test history.)	
<i>If all answers are "yes," go to Section E.</i>	

B. OVERRIDE #1

Yes / No

<i>Circle subject in which the student's highest score is Unsatisfactory. Remedial course is required.</i>		
ELA	Math	
Did student score Mastery or Advanced on EITHER ELA or Math LEAP? (Use student's test history.)		
Did student participate in BOTH spring and summer administrations of LEAP?		
Did student attend LEAP summer remediation?		
Did student take the summer retest in the Unsatisfactory subject?		
<i>If all answers are "yes," go to Section E.</i>		

C. OVERRIDE #2

Yes / No

<i>Circle subject in which the student's highest score is Unsatisfactory. Remedial course is required.</i>		
ELA	Math	
Did student score Basic or above on EITHER ELA or Math LEAP? (Use student's test history.)		
Did student score Approaching Basic or above on BOTH Science & Soc. Studies? (Use student's test history.)		
Does student have an overall 2.5 GPA or better on a 4.0 scale?		
Did student participate in BOTH spring and summer administrations of LEAP?		
Did student attend LEAP summer remediation?		
Did student take the summer retest in the Unsatisfactory subject?		
<i>If all answers are "yes," go to Section E.</i>		

D. CAREER DIPLOMA OPTION STUDENTS WHO SCORED UNSATISFACTORY IN ONE AREA

Yes / No

<i>Circle subject in which the student's score is Unsatisfactory. Remedial course is required.</i>		
ELA	Math	
Did student score Approaching Basic or above on EITHER ELA or Math LEAP? (Use student's test history.)		
Did student attend LEAP summer remediation in the Unsatisfactory subject?		
Did student take the summer retest in the Unsatisfactory subject?		
Will the student be 15 years of age during the 2010 -2011 school year?		
<i>If all answers are "yes," go to Section E and refer to school counselor for completion of the Career Diploma Participation Form.</i>		

E. PROMOTION DECISION

Yes / No

Did student meet all criteria for promotion in accordance with the local PPP?	
<i>All information on this form is accurate. Promotion is recommended. Documentation is attached.</i>	
<i>Principal's Signature:</i>	

RSD Central Office Use Only

Promote to grade 9.	High school remedial course required:	None	ELA	Math
<i>RSD Accountability Officer's Signature:</i>				

Receiving school should only accept the original copy signed in blue ink and stamped with the RSD official seal.

Pre-GED/ Skills Option Request
Cohen Only
2010-2011

Student: _____ SSN# _____
 Student Mailing Address: _____
 School: _____ School Code: _____ Date: _____
 SPED*: ___Y ___N 504 student: _____ DOB: _____ Principal:

A. Answer “Yes” or “No” to all applicable statements below:

Yes/No

1. Will the student be 16 or older by the end of the year?	
2. Has the student:	
Repeated the 8 th grade LEAP for one or more years.	
Failed any portion of the GEE.	
Participated in Alternate Assessment (Level 1 or Level 2) (LAA 1 or LAA2)	
Fallen 2 years behind his age appropriate peers and/ or has not earned i. more than 5 Carnegie units by age 17, ii. more than 10 Carnegie units by age 18, or iii. more than 15 Carnegie units by age 19	
Exhibited limited English proficiency and/or participated in the ELDA exam	
Are the responses to number 1 and at least one of the options under number 2 “Yes”? If the response is yes, please proceed to section B.	

**B. Information on this form has been reviewed for the student requesting admission to the
 PRE-GED/ SKILLS OPTION program.**

Yes/No

All information on this form is accurate. Documentation is on file at school.	
The student has been informed of the existing skills options currently available and has selected an area of interest. Interest Area _____	
Student has been admitted to the PRE-GED SKILLS/OPTIONS program, pending completion of the parent agreement.	

Professional School Counselor Signature

RSD Counselor Coordinator Signature

RSD Pre-GED Coordinator Signature

RSD Executive Director of Student Support Services

Date

Date

Date

Date

**New Orleans Career Academy
PRE-GED/SKILLS Option Program
Parent Consent Form**

This form must be completed to determine whether a student is eligible to enter the PRE-GED/ SKILLS Option Program.

Parent/Guardian Identifying Information

Parent/Guardian: _____

Home Address: _____

(Mailing; if different): _____

Phone (Home): _____ **(Work):** _____

Has this student ever been previously enrolled in an Alternative Education or Dropout Prevention Program?

___ Y ___ N; If so, please explain _____

Admission Requirements: Students may be admitted to the Pre-GED/Skills Option Program ONLY after the following requirements are met:

The student MUST:

1. Participate in an interview with the home based school counselor or administrator
2. Receive a recommendation from his/her home based administrator or professional school counselor
3. Present an IEP from his/her home based school***
4. Sign all agreement forms, applications, and contracts (Parent/guardian signature is required)
5. Attend orientation with his/her parent/guardian (if under age 18)

Parent Consent: If my child meets the eligibility criteria and is enrolled in the Pre-GED/Skills Option Program, my initials and signature indicate that:

_____ I/We understand the components of the Pre-GED/ Skills Option Program and agree that is in the best educational interest of my/our child to be tested to determine if he/she is eligible to attend the Pre-GED/Skills Option Program.

_____ I/We give my/our permission for my/our child to be tested using an academic assessment for eligibility for the Pre-GED/Skills Option Program.

_____ I/We understand that my child may have the option to reenter a traditional high school if his/her ILEAP assessment indicates growth.

_____ I/We understand that if my/our child successfully completes the PRE-GED/Skills Option Program, he/she will receive a Louisiana Equivalency Diploma and/or a Skills Certificate, not a standard Louisiana High School Diploma.

Parent/ Guardian signature

Month/day/year

Professional School Counselor's signature

Month/day/year

Referring Party's signature

Month/day/year

By signing this form, I agree that the information provided is true and accurate. Should the student not meet the above criteria, he/she will not be admitted to the Pre-GED/Skills Option Program.

Attach supporting documentation (e.g. JPMS Student Demographic Information sheet, IEP, IAP, LEAP Student Test History, Attendance records, fourth quarter report card (students transferring from out of state, etc) .*

RECOVERY SCHOOL DISTRICT ATTENDANCE POLICY & PROCEDURES

The Recovery School District will operate a school system providing instruction for 174 days. The district may designate certain days for the purpose of: staff meetings, in-service training, parent conferences, emergencies, and other activities which the Recovery School District deems appropriate and necessary.

In order to be eligible to receive grades, high school students shall be in attendance a minimum of 80 days for semester courses or 160 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.

The only exception of the attendance regulations shall be the delineated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance.

Compulsory Attendance

Students who have attained the age of seven years shall attend a public or private day school or participate in an approved home study program until they reach the age of 18 years. Any child below the age of seven, who legally enrolls in school, shall also be subject to compulsory attendance.

Students between the ages of 17 and 18 may withdraw from school prior to graduation with the written consent of their parents, tutors, or legal guardians. A parent, tutor, or legal guardian who has given written consent for a student under his or her control to withdraw from school prior to graduation, or who has a student who is under the age of 17 and is attending or is seeking admission to a National Guard Youth Challenge Program in this state, shall not be considered to be in violation of the compulsory attendance law.

The compulsory attendance law does not prohibit a student who is at least 16 years of age and who meets the criteria in Bulletin 741 from attending an adult education program approved by BESE. A parent, tutor, or other person responsible for the school attendance of a child who is at least 16 years of age but under the age 18 and who is enrolled in and is fulfilling the attendance requirements of an adult education program that is approved by BESE shall be considered to be in compliance with the compulsory attendance law.

Attendance Notification

Please be advised that VERBAL NOTIFICATION OF ABSENCES BY THE TEACHER OF RECORDS TO THE PARENT OR CARETAKER OF THE STUDENT IS REQUIRED AFTER ONE TO THREE (UNEXCUSED) DAYS OF ABSENCE OR IN EXCESS OF A TOTAL OF FIVE (UNEXCUSED) NON-CONSECUTIVE DAYS. CONTACTS MUST BE DOCUMENTED ON THE Recovery School District ATTENDANCE CALENDAR AND THE DAILY TELEPHONE LOG. IF VERBAL NOTIFICATION CAN NOT BE PROVIDED, THEN NOTIFICATION MUST BE WRITTEN AND SENT BY THE TEACHER OF RECORDS.

When a student is absent, upon their return to school they must present a note to their teacher signed by their parent/caretaker/or doctor EXPLAINING THE REASON FOR THEIR ABSENCE. The teacher of records makes three copies for the nurse, one for teacher of record and one for the school. The original is returned to the parent. **This must be presented within five (5) school days of returning to school.**

A student who is absent for **FIVE CONSECUTIVE SCHOOL DAYS** due to illness, or who is absent because of a CONTAGIOUS OR COMMUNICABLE DISEASE, must present upon their return to school a MEDICAL CERTIFICATE attesting to their NON-COMMUNICABLE STATE OF health. These clearances may be obtained from a private physician, or neighborhood health clinic. Three copies are made by the teacher of records one for the nurse, one for teacher of record and one for the school. The original is returned to the parent.

ATTENDANCE GUIDELINES

Students are responsible for attending school regularly; attendance is compulsory until the age of eighteen. According to the State Department Bulletin 741, students must be present a minimum of 160 days a year to be eligible to receive credit for a course or grade. If not present for the required amount of days, a student will receive a failing grade. Exceptions can be made only in the event of extended personal illness, verified by a

physician or other extenuating circumstances approved by the Supervisor of Child Welfare and Attendance, in consultation with the principal.

Absences

Absences may fall into four categories:

	<u>TYPE OF ABSENCE</u>	<u>DEFINITION</u>	<u>MAKE-UP</u>
1.	UNEXCUSED	No note, cutting class, working and absence other than those listed under excused.	Not permitted
2.	SUSPENSION	Out of school	Not permitted
3.	EXCUSED	Note from parent for personal illness serious illness in family, death in the family (not to exceed one week) recognized religious holidays, and Dr.'s excuse.	Permitted
4.	LEGALLY EXCUSED FOR EXTENUATING CIRCUMSTANCES	Extenuating circumstances that are verified by the Child Welfare and Attendance Coordinator.	Permitted

Extenuating Circumstances are as follows:

- a. Extended personal, physical, or emotional illness as verified by a physician.
- b. Extended hospital stay as verified by a physician or dentist.
- c. Extended recuperation from an accident as verified by a physician or dentist.
- d. Extended contagious disease within a family as verified by a physician or dentist.
- e. Prior school system approved travel for education.
- f. Death in the immediate family (not to exceed one week), this does not include friends.
- g. Natural catastrophe and/or disaster.

THE FOLLOWING ARE NOT EXCUSABLE:

- a. Truancy
- b. Missing the school bus
- c. Trip not approved by the principal
- d. Other personal appointments
- e. Shopping
- f. Birthday or other celebrations
- g. Vacations during school year

ABSENCES AND EXCUSES

EXCUSED ABSENCES ONLY ALLOW A STUDENT TO MAKE UP MISSED WORK. STUDENTS WHO MISS MORE THAN THE NUMBER OF DAYS ALLOCATED BY THE STATE DEPARTMENT OF EDUCATION (TITLE 28 EDUCATION PART CXV. BULLETIN 741) IN A GRADE/COURSE IN THE FIRST THREE CATEGORIES OF ABSENCES WILL NOT RECEIVE CREDIT FOR THE GRADE/COURSE. IT IS THE RESPONSIBILITY OF THE PARENT AND STUDENT TO OBTAIN AND PRESENT DOCTORS'/ THERAPISTS' NOTES TO THE SCHOOL AND **KEEP A COPY FOR THEIR RECORDS.** THEY MUST BE PRESENTED **WITHIN FIVE (5) SCHOOL DAYS OF RETURNING TO SCHOOL.** PARENTS AND STUDENTS ARE RESPONSIBLE FOR OBTAINING SCHOOL WORK **IF PERMITTED** FOR MAKE-UP.

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.

All schools shall keep daily records of attendance, verified by the teacher keeping such records, which shall be open to inspection by the Supervisor of Child Welfare and Attendance.

The student will be responsible for making up all missed work except in the case of suspensions. In cases of suspension, the student will not be permitted to make up missed work.

Pupil's absence excuses from parents should be properly signed and examined for authenticity. Every teacher must keep a record of absences and admit students who have submitted proper documentation.

Types of Absences

Absences Due to School Approved Activities

Students participating in school approved activities which necessitates their being **away** from school shall be considered to be present and shall be given the opportunity for make-up work.

Types of Absences

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences and suspensions.

Temporarily Excused absences

Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity for make-up work.

Unexcused Absences

Students shall not be excused for any absence other than those listed and shall be given failing grades in those subjects for those days missed with no make-up work allowed.

Students shall not be excused from school to work on any job.

Absences Due to Suspension

Students missing school as a result of any suspension shall be counted as absent and shall be given failing grades for those days suspended with no make-up work allowed.

Homebound Instruction

A student enrolled in regular education who, as a result of illness, accident or the treatment thereof, is temporarily unable to attend school shall be provided instructional services in the home when appropriate.

Amendments to Bulletin 741

"A student is considered to be in attendance when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel."

This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

Half-day attendance – A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for **more than 25% but not more than half (26%-50%) of the student's instructional day.**

Whole-day attendance – A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school or is participating in an authorized school activity and (2) is under the supervisor of authorized personnel for **more than 50% (51%-100%) of the student's instructional day.**

All absences whether excused or unexcused shall be counted as an absence for attendance reporting purposes to the Department???. Students who are (1) physically present at a school site or participating in an authorized school activity and (2) are under the supervision of authorized personnel for **25% or less of the school day shall be deemed absent for attendance reporting purposes.**

PROCEDURES FOR REPORTING NON-ATTENDANCE

PARENTS SHOULD BE CALLED AT HOME OR WORK EVERY TIME THE STUDENT IS ABSENT UNLESS THE PARENT HAS NOTIFIED THE SCHOOL OF THE REASON FOR THE ABSENCE. THIS INFORMATION WILL BE DOCUMENTED WITH THE TIME, DATE, AND INITIALS OF THE PERSON MAKING THE CALL (TEACHER OF RECORDS). THIS IS AN IMPORTANT LIABILITY ISSUE FOR THE RECOVERY SCHOOL DISTRICT.

A REFERRAL IS SUBMITTED TO THE SUPERVISOR OF CHILD WELFARE AND ATTENDANCE (SCHOOL SOCIAL WORKER) WHEN A STUDENT HAS REACHED FIVE (5) UNEXCUSED ABSENCES OR DISPLAYS EXCESSIVE TARDINESS (grades PreK-6th)

Once a student reaches five (5) unexcused absences, the teacher is asked to make a referral using the **Recovery School District Attendance Calendar** to the School Social Worker.

1. The School Social Worker will make the appropriate referral

MAKE A COPY FOR YOUR FILES

CASES OF HABITUAL ABSENCE AND/OR TARDINESS REFERRED TO JUVENILE OR FAMILY COURT

Any student who is a juvenile (**up to age 16**) and who is habitually absent from school or is habitually tardy shall be reported to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to Families in Need of Services (FINS).

After the **fifth unexcused absence** the School Social Worker will file a written report showing dates of absence, dates and results of school (teacher) contacts with the home, and such other information as may be needed as determined by the Supervisor of Child Welfare and Attendance.

MAKE A COPY FOR YOUR FILES and Supervisor of Child Welfare and Attendance

It is the duty of all staff at the school to communicate fully to the Supervisor of Child Welfare and Attendance and the Principal, such information that will assist in promoting the regular attendance and school adjustment of these children.

For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of training and correctional schools to notify the Juvenile Court Liaison when a child is to be released and/or returned to a parish.