

ORLEANS PARISH PUBLIC SCHOOLS'

PUPIL PROGRESSION PLAN

2009 - 2010



Submitted to Louisiana Department of Education: November 20, 2009



ORLEANS PARISH SCHOOL BOARD

Ira H. Thomas Sr.

District 1

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District 7

ORLEANS PARISH PUBLIC SCHOOLS

Darryl Kilbert

Superintendent

Yolanda D. Oates

Chairperson

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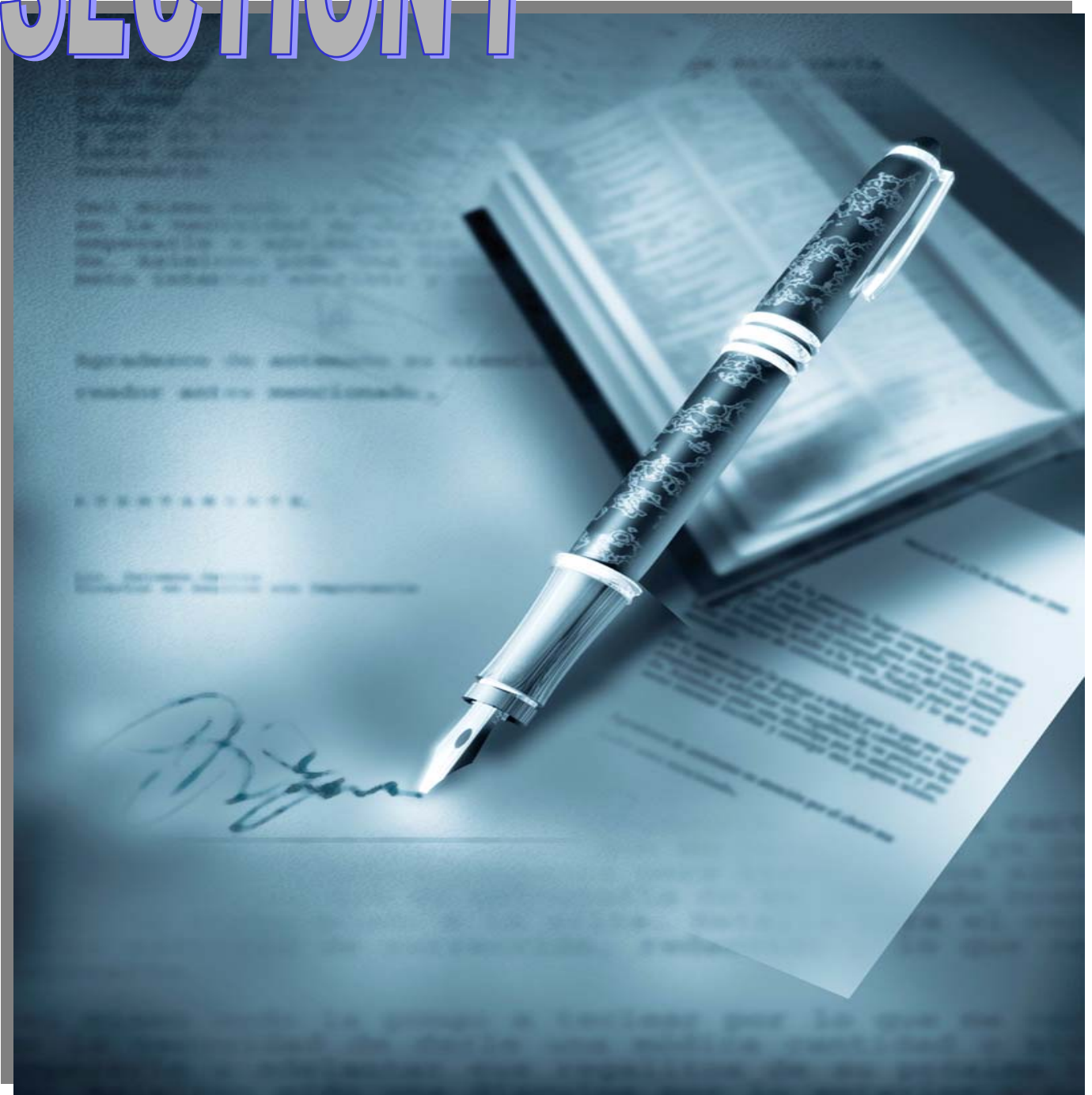
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SECTION I



FORMAL SUBMISSION STATEMENT

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Yolanda D. Oates

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If Applicable:

LEA Contact Person (Secondary) _____

Telephone Number (_____) _____

E-mail Address _____

Yolanda D. Oates
(Primary Signature)

10/30/2009
(Date)



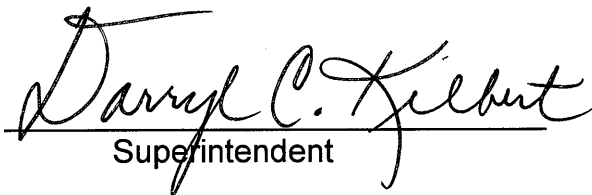
ORLEANS PARISH SCHOOL BOARD

3520 GENERAL DE GAULLE DR
NEW ORLEANS, LA 70114

FORMAL SUBMISSION STATEMENT

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

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


Superintendent


School Board President

November 17, 2009

Date

November 17, 2009

Date

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

Committee of Superintendent Appointed Educators

**Gail Audric
Cathy Toni Chase
Dana Gonzalez
Charlotte Steber
John Green
Aeysha Buckner
Leslie Garibaldi
Debra Dean
Trudi Haney-Dyer
Zelda Smith
Joseph Peychaud**

Committee of Board Appointed Parents

**Tina Felix
Vervian Jackson
Glenda Wise
Keva Martin
Rachel Becker
Cynthia Mason
Theresa Fischer
Rosalind Woodfox
Jenny Cromer
Courtney Taylor
Debra Lowe
Michon Snowden
Rhonda Mc Alpine
Angela Raglin**

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Yolanda D. Oates

Telephone Number (504) 304-3810

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

If Applicable:

LEA Contact Person (Secondary) _____

Telephone Number (_____) _____

E-mail Address _____

Yolanda D. Oates
(Primary Signature)

10/30/2009
(Date)



PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: September 14, 2009

SUB COMMITTEE: General Meeting

NAME	Mailing Address/ Worksite	Email Address	Contact Phone Number	Signature
Yolanda D. Cates	Timbers	NOPS	(504) 304-3809	Yolanda D. Cates
Dyantha C. Charbonnet	Einstein	NOPS	(504) 508-0345	Dyantha C. Charbonnet
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Phong Tran	Einstein	NOPS	504 380 4451	Phong Tran
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Deborah Krentel	Itarte		302 7123	Deborah Krentel
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Doris Kimble	Priestley	NOPS	504 359 9515	Doris Kimble
Andi Adyer	Timber	NOPS	304 4988	Andi Adyer
Pam Conyally	C+I	NOPS	304 5837	Pam Conyally
Josephine	C+I	NOPS	304-5757	Josephine
Antonia T. Davis	Bethune	NOPS	304-7076	Antonia T. Davis
Shunta H. Jenkins	EASTON	NOPS	304-7413	Shunta H. Jenkins
Joseph K. G. Ivorra	EASTON	NOPS	304-7411	Joseph K. G. Ivorra



PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: September 14, 2009

SUB COMMITTEE: General Meeting

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John Davis	3332 Hurstlea			
Dawn Collins	719 S. Carrollton Ave.	dawn-collins@ atlantacharter.com	435-1153	<i>Dawn McLean</i>
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Angela Gibson	156			<i>Angela Gibson</i>
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Zelah Smith	Central Office	220-2384	220-2384	<i>Zelah Smith</i>



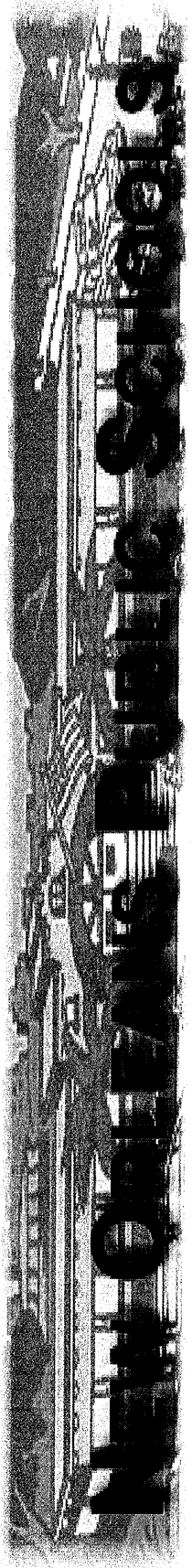
PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: 9.21.09

SUB COMMITTEE: High Stakes Testing

NAME	Mailing Address/ Worksite	Email Address	Contact Phone Number	Signature
Deborah Krentel	Harte	deborah.krentel@theasca.org	302-7123	Deborah Krentel
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Lakeisha London	McMain	NOPS	312-0482	Lakeisha London
Catime Stewart	McMain	NOPS	220-4265	Catime Stewart
Trudi Haney-Dyer	ECS	NOPS		Trudi Haney-Dyer
Sobn Gael	CFF	NOPS		Sobn Gael
Debra Dean	C.I.P	NOPS	304-4959	Debra Dean
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Chynra A Jenkins	Easton	NOPS	324-7413	Chynra A Jenkins
Veronica D'Amico	McJ35	NOPS		Veronica D'Amico
Julia Smith	3520	NOPS	220-2384	Julia Smith
Johnny Collins	Andubon	NOPS	324-7110	Johnny Collins
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Charlette Stoltz/MS	Central office		304-3840	Charlette Stoltz/MS
Jolanda Oatis	Timbers	NOPS	304-3810	Jolanda Oatis



September 28, 2009
 1:00 – 3:00 p.m.

Site: McMain Secondary School- Library

“High School Subcommittee for Pupil Progression Plan”

Print Name Emp #	Time In	Time Out	Position	Signature
Joseph W. Gillette	1:00	3:00	A.P.	<i>[Signature]</i>
Dawn M. Collins	1:10	3:00	A.P.	<i>[Signature]</i>
Linda B. McGary (Tracy Haney-Dyer)	1:00	3:15	Speech Therapist	<i>[Signature]</i>
Gail Winsay	1:00	3:00	Counselor	<i>[Signature]</i>
Sheila Young	1:00	3:00	PBS	<i>[Signature]</i>
Brenda Hewlett	1:00	3:00	Curr. Facilitator	<i>[Signature]</i>
LaKisha London	1:00	3:30	Asst. Principal	<i>[Signature]</i>



PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: 10.7.09

SUB COMMITTEE: High Stakes Part II

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Yolanda D. Oates	Timbers	yolanda_oates@nops.k12.la.us	304-3809	Yolanda D. Oates



PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: October 28, 2009

SUB COMMITTEE: General Meeting

NAME	Mailing Address/ Worksite	Email Address	Contact Phone Number	Signature
CATINA S STEWART	McMANAN	NOPS	504 220 4265	<i>Catina Stewart</i>
<i>De Keyser London</i>	McMain	NOPS lateysha.london	324-7513	<i>D. Keyser</i>
Cynthia W. Gardere	B. Franklin elem.	NOPS	914-5564	<i>Cynthia W. Gardere</i>
Robert Tillers	Edva Karr	NO PS Tillers@theacs.org	302-7151	<i>Robert Tillers</i>
Aiselle Wing	McDonough 35	NOPS	930-4281	<i>Aiselle Wing</i>
Downs-Dorsey	McD 35	NOPS		<i>Downs-Dorsey</i>
Prude Hewlett	McMain	NOPS	330-4277	<i>Prude Hewlett</i>
Debra Dean	C+I	NOPS	304-4459	<i>Debra Dean</i>
Dana Gonzalez	C+I	NOPS	304-3837	<i>Dana Gonzalez</i>
Leslie Ambrose	C+I	NOPS	304-3571	<i>Leslie Ambrose</i>
Jolanda W. Carter	Orlando Tumbours	NOPS	304-3809	<i>Jolanda W. Carter</i>



PUPIL PROGRESSION PLAN

Committee Meeting Sign-In Sheet

DATE: October 28, 2009

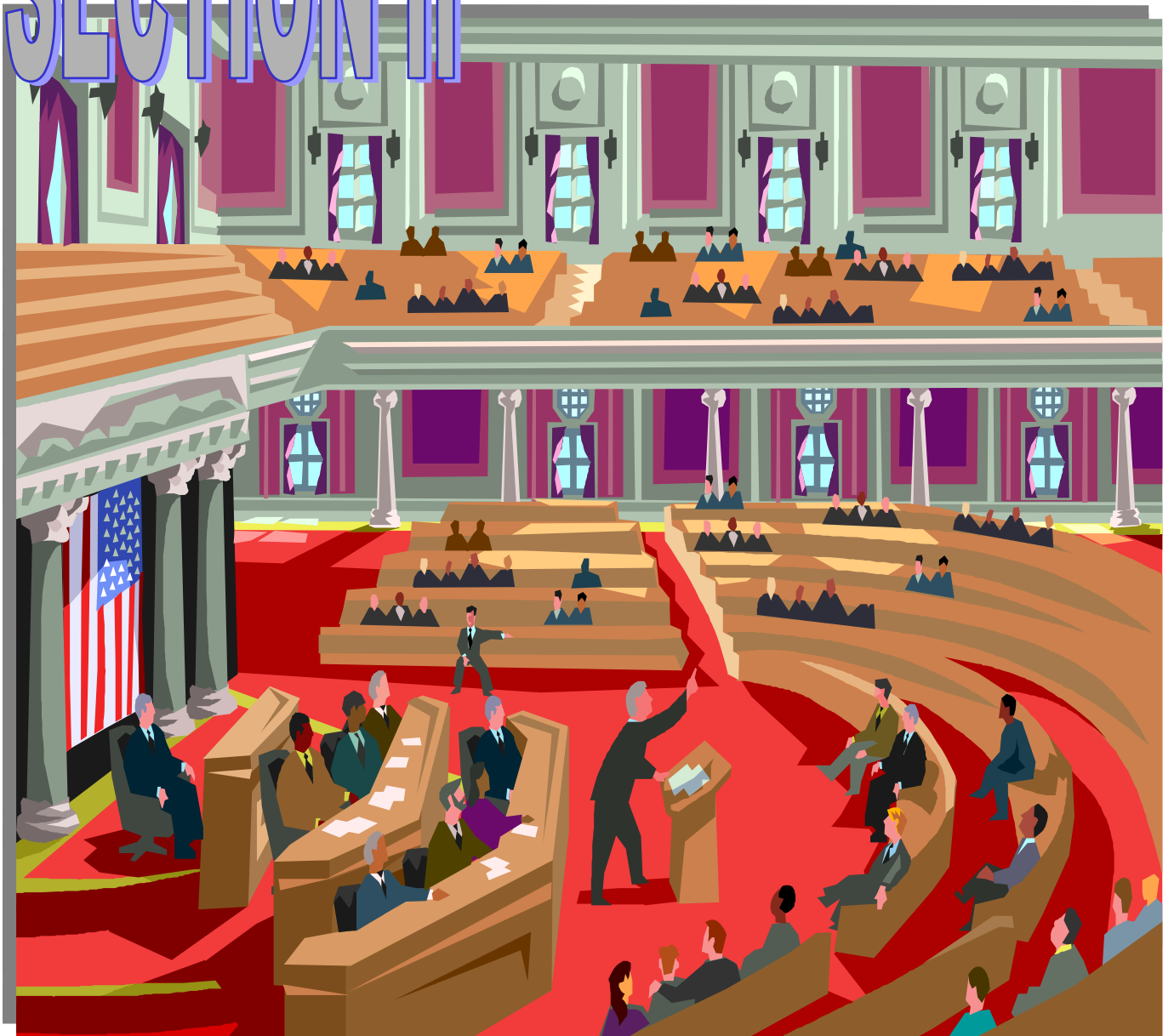
SUB COMMITTEE: General

NAME	Mailing Address/ Worksite	Email Address	Contact Phone Number	Signature
Dawn M. Collins	Audubon	@nops	304-7110	<i>Dawn M. Collins</i>
Joseph W. G. Hyatt	Easton	NOPS	455-0987	
Joseph Raychaudhary	Central Office	NPSB/NOPS	304-5751	<i>Joseph Raychaudhary</i>
Linda Elshorst	Lusher-Willow	NOPS	389-9216	<i>Linda Elshorst</i>
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Charlotte Steber	Central Office	charlotte.steber@nops.k12-la.la	304-3840	<i>Charlotte Steber</i>
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CATINA S STEWARD	McMAIN	NOPS	220 4265	<i>Catina S. Steward</i>
Cynthia W. Gardere	Franklin Elem.	NOPS	914-5564	<i>Cynthia W. Gardere</i>
Keyesha Landon	McMain	NOPS	324-7500	<i>Keyesha Landon</i>
Zplenda Oates	Turnburs Accounting	NOPS	304-3809	<i>Zplenda Oates</i>

2009-2010 PUPIL PROGRESSION PLAN PUBLIC NOTICE

The amended 2009-2010 Pupil Progression Plan was reviewed and revised by a committee of educators and parents and the draft copy will be available for community review from October 30 – November 13, 2009, at the Board Office, and the parental involvement office (room 5056) at 3520 General de Gaulle Dr.; the main branch of New Orleans Public Library; Parent and Student Service Centers at Benjamin Franklin and Bethune Elementary Schools and Mc Donogh 35, Mc Main and Orleans Parish P. M. High Schools; and on the NOPS Website. To ensure opportunity for broad-based input, “Community Comment Forms” will be available at each location.

SECTION II



PLACEMENT POLICIES: STATE REQUIREMENTS

SECTION II

STATEWIDE MANDATORY CRITERIA

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

Placement and Retention Policies

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

High Stakes Testing Policy

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

A. Kindergarten and First Grade Entrance Requirements

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

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

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

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

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

B. Kindergarten Screening

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

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

C. Attendance Policy

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

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

D. Requirements of the Louisiana Educational Assessment Program

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

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

2. Each plan shall include the statement that, in addition to completing a minimum of 23 or 24 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma.
3. No 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).

7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC).
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

E. Elementary Program of Studies Requirements

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

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

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

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

G. High School Graduation Requirements

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**

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

H. Scheduling

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

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

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

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

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

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

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

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive

environment requirements of state and federal laws (Act 754 regulations, subsection 443).

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

J. Transfer Students

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

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.
AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

Transfer policies for students with disabilities

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

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

K. Limited English Proficient (LEP) Students

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

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

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

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

L. Alternative Schools/Programs/Settings

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

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

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

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

M. Review of Placement

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

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and alternative programs;
 - Special education documents as specified in the approved IDEA-Part B, LEA application;
 - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
 - A statement regarding written notification to the parent concerning retention and due process procedures.

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

O. Policies on Due Process

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

P. Legislative Guidelines

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

SECTION III



PLACEMENT POLICIES: LOCAL OPTIONS

LOCAL OPTIONS

Section III

A. Kindergarten Entrance and Screening

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

Kindergarten Entrance and Screening Requirements


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

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

Special Education Kindergarten Entrance and Screening Requirements

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

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

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

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

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

3. Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)

* - *State-mandated*

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First Grade Entrance and Screening Requirements

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

- ◆ has attended a public or private kindergarten for a full year (minimum of 160 days attendance); and
 - ◆ has or shall score the benchmark scores using the end of year Kindergarten DIBELS screening. The levels are as follows:
 - ❖ Letter Naming Fluency 40+
 - ❖ Phoneme Segmentation Fluency 35+
 - ❖ Nonsense Word Fluency 25+; and
 - ◆ has attained 70% or more on the End of Year Kindergarten Assessment in the core reading program
- Or
- ◆ has *not* attended a public or private kindergarten for a full year; but
 - ◆ has or shall score the benchmark scores using the end of year Kindergarten DIBELS screening. The levels are as follows:
 - ❖ Letter Naming Fluency 40+
 - ❖ Phoneme Segmentation Fluency 35+
 - ❖ Nonsense Word Fluency 25+; and
 - ◆ has or shall attain 70% or more on the End of Year Kindergarten Assessment in the core reading program or shall have met or meet at least 75% or an equivalent of 75% of 4th quarter language arts, math, and social development standards on the final report card.

NOTE: After the fall benchmark assessment, if students are classified in the categories of strategic or intensive, the student must be placed in an intervention program and progress monitored every 2 - 3 weeks. When offering interventions, schools are to follow the guidelines of the Response to Intervention (RTI) process.

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

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

Out of state students who do not meet the Kindergarten attendance requirement shall score the **benchmark** scores using the end of year Kindergarten DIBELS screening **and** shall attained **70% or more** on the End of Year Kindergarten Assessment in the core reading program or shall have met or meet at least 75% or an equivalent of 75% of 4th quarter language arts, math, and social development standards on the final report card.

The benchmark scores for the EOY DIBELS screening are as follows:

- ❖ Letter Naming Fluency 40+
- ❖ Phoneme Segmentation Fluency 35+
- ❖ Nonsense Word Fluency 25+

B. Placement: Grades K-12


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

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

Promotion/Placement Criteria for Grades K – 8

Use of Multiple Criteria for Promotion In Grades K – 8

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

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

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Elementary Placement

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

Students in homeless situation have the right to:

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

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

Discrepancy between Chronological Age and Grade Placement for students who are classified as Homeless and/or Limited English Proficient (LEP)

If there is a discrepancy between chronological age and the grade placement of pupils based on records and/or screening, the pupil shall be

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placed in the grade level of his age-mates*: i.e., a pupil who is seven years of age should be placed in the second grade. The pupil shall be referred to the SBLC/SATeam to develop an education plan.

Special Education Primary Level (Pre-K – 3) Entrance Requirements

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

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

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

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

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

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

All students in kindergarten through third grade will receive 120 minutes of daily reading instruction. In grade 4 – 6, reading shall be integrated within the English language arts (ELA) block. This mandatory block of instructional time cannot be substituted or interrupted for other instructional or non-instructional programs or activities. The only exception to this rule is the time of the block in grades 4 - 6 may be segmented into two sections (one 90 minute and one 30 minute block).

Kindergarten

The pupil shall actively participate in a program in which the developmental needs of young children are met by age, and by individual, and culturally appropriate activities based upon National Association for the Education of Young Children guidelines. The Louisiana State Department of Education content standards and the local standards-based curriculum shall serve as the

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foundation for pupil expectations for kindergarten. Reading shall be integrated throughout all content areas including activities that develop phonemic awareness.

*The pupil shall attain shall score the **benchmark** scores using the end of year Kindergarten DIBELS screening **and** shall attained **70% or more** on the End of Year Kindergarten Assessment in the core reading program or shall meet at least 75% or an equivalent of 75% of language arts, math, and social development standards on the final (4th quarter) report card.*

The benchmark scores for the EOY DIBELS screening are as follows:

- ❖ Letter Naming Fluency 40+
- ❖ Phoneme Segmentation Fluency 35+
- ❖ Nonsense Word Fluency 25+

Grades 1 & 2

- ◆ *The pupil shall attain shall score the **benchmark** scores using the end of year DIBELS screening for grades 1 & 2 **and** shall score no lower than one grade level below grade level placement in reading on the May administered reading assessment*

The benchmark scores for the EOY DIBELS screening are as follows:

Grade 1

- ❖ Nonsense Word Fluency 50+
- ❖ Oral Reading Fluency 40+

Grade 2

- ❖ Oral Reading Fluency 90+

Procedures

The school must follow these procedures to determine whether students in grades 1 & 2 will be promoted at the end of the school year:

- Students who fail to meet course-average requirements will be retained.
- Students who fail to attain or demonstrate achievement toward **the required score on the DIBELS screening or the May score of the Reading assessment** after instituting the processes of RTI but have met course-average requirements will be retained.

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- For Lusher only: These students must attend summer school. After the student attends summer school, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted.

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

- ◆ Quarterly exams will count for one-fifth of the quarterly grade.

Grades 3, 4, 5 & 6

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics, science and social studies** based on the required level grade level benchmarks. * All 3rd and 4th grade students who score below Basic on the LEAP assessments in English/language arts, and/or mathematics or have met the criteria as outlined in, Section IV, the remediation plan of this document will be required to participate in a mandatory school remediation program.

For Lusher only:

- ❖ All students in grade 3 must attain at least a Basic score in reading and Approaching Basic in math on the iLEAP.
- ❖ All students in grade 3 must score no lower than one grade level below grade-level placement in reading on the May administration of either the Gates-MacGinitie or STAR reading assessment.
- Students who fail to meet course-average requirements will be retained.

Students who fail to attain or demonstrate achievement toward **the required score on iLEAP or the May score of the Reading assessment** after instituting the processes of RTI but have met course-average requirements will be retained. The students must attend summer school. After the student attends summer school, the Student Assistance Team (SAT) will review achievement and determine whether the student will be promoted.

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

◆ Quarterly exams will count for one-fifth of the quarterly grade.

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

Grades 7 & 8 (Middle Grades)

- ◆ The pupil shall attain at least a 70% average in **each** of the promotional subjects of **reading, English/language arts** (oral and written communication, handwriting, and spelling), and **mathematics, science and social studies** based on the required level grade level benchmarks.
* All 7th and 8th grade students who score below Basic on the LEAP assessments will be scheduled into two courses of daily instructional time in language arts and mathematics. The second course shall be a remediation course that shall be used in lieu of P. E. and an elective. A student who receives a grade of D or F in English/language arts, reading, and/or mathematics at the end of a marking period, or has met the criteria as outlined in, Section IV, the remediation plan of this document will be required to participate in a mandatory school remediation program. The school year remediation plan shall be conducted through the three tiered processes of the RTI guidelines.

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

◆ Quarterly exams will count for one-fifth of the quarterly grade.

- ◆ *For grade 8, promotion is also dependent on attainment of the Basic/Approaching Basic Combination in English Language Arts and Mathematics on LEAP. **

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

- ❖ Grade placement for foreign students, homeless 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.

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- ❖ In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children’s Services), will make the necessary adjustments on the IEP and in the SASI database for special education students. (This applies to students receiving Exceptional Children’s Services only).
- ❖ Students entering the district from a non-approved school or home school program, whose grade placement is questionable, shall receive tentative placement pending receipt of test scores and/or academic records.

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

✍ Exceptional Children’s Services’ Course of Study

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

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

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

✍ Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment Level 1(LAA1) – K - 8

Pupils with significant cognitive impairments, whose IEPs indicate they will not participate in the regular testing program, must participate in LEAP Alternate Assessment Level 1 (LAA1) beginning with the 2000-2001 school

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*year. Participation in LEAP Alternate Assessment Level 1 is an IEP team** decision using the LEAP Alternate Assessment Level 1 (LAA1) Participation Criteria. LEAP Alternate Assessment Level 1 (LAA1) pupils will be promoted from one level to the next level if they meet the following criteria:

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

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

Special Education: Promotion for Pupils Participating in LEAP Alternate Assessment Level 2 (LAA2) – K - 8

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

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

ESL K – 8

English as a Second Language will be offered as a part of the English Language Arts block and it may also be offered in other additional courses. English as a Second Language will be taught by the ESL teacher using the

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*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.

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Promotional Subjects/Evaluation Of Performance K – 8

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

Grade Calculation Rubric

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

Progress Reports – Grades K - 8

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

Examinations

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

Quarterly Assessment/Test: Grades 1 – 8

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

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Composite Quarterly Grades: Grades 1 – 80

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

Special Education: Report Cards/Grading Procedures

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. * Grades must reflect the functioning level at which the grades were given. Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

ATTENDANCE

BESE policy states that students are expected to be in attendance every student activity day scheduled by the LEA (Bulletin 741: § 1103. (page 23). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 81 days per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year."

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The makeup sessions must be completed before the end of the current semester and all other policies must be met. *

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the school board.

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

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LOCAL OPTIONS Section III

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

Types of Absences

Temporarily Excused – personal illness, serious illness in the family, death in the family (not to exceed one week, or recognized religious holidays of the student's own faith (Students are to be allowed to makeup missed assignments for this type of absence.)

Unexcused & Suspensions – Students who garner one or both of these absences are to be given failing grades in those subjects for those days missed and shall not be given the opportunity to make up work.

Students that are recommended for in-school suspension shall avoid interruption to the instructional program and accrual of absences. Thus, students who are reprimanded through an assignment of the in-school suspension shall continue to receive assignments.

The district's student information system, Power School, shall be the official vehicle for maintaining attendance. Reporting attendance to the Louisiana Department of Education shall be conducted by acquiring the teacher of record's signature on the Power School Attendance Audit Report accompanied by the student's registration form and a copy of the student's social security card.

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LOCAL OPTIONS

Section III

Absenteeism

Following a student's third unexcused absence or unexcused occurrence of being tardy, it shall be the responsibility of the teacher of record in grades K-3 or the homeroom teacher in grades 4-8 to contact the parent/guardian with written notification identifying the student's attendance status. Additionally, this notification shall request the presence of the parent/guardian at a conference to discuss the attendance matter. During the conference the parent/guardian shall sign a receipt of the notification and attendance at the conference. The purpose of the conference is for the parent to respond to inquiry regarding nature of the absence and/or occurrences of tardiness and to remind parents of the state's attendance policy. The signature sheet of notification and attendance at the conference shall accompany information acquired during the conversation with the parent and both are to be documented and maintained within the student's cumulative folder. After the fifth absence, the matter will be referred to the school social worker by the homeroom teacher, who shall proceed with consequences as defined by ACT No. 745 of the Louisiana Legislature. The school nurse will follow up on medical reasons cited for absences. Upon returning to school following an absence, the student must be accompanied by written explanation for the absence from the parent/guardian or doctor. Students with an excused absence are entitled to make up work within two weeks of their return to school.

Expulsion - Students Exonerated & Returning from Expulsion

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

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LOCAL OPTIONS

Section III

Promotion/Placement Criteria for Grades 9 - 12

Use of Multiple Criteria for Promotion in Grades 9 – 12

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

1. Performance in Required Courses of Study
2. **Attendance for a minimum of 81 days per semester in grades 9 – 12***

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

Grade Placement 9 – 12

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

Students in homeless situation have the right to:

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

Orleans Parish School shall provide the Louisiana Statewide Student Survey Residency Questionnaire Form, appendix R, to all students upon enrollment. Questionnaires that may indicate homelessness shall be sent to the Homeless Liaison for final determination of homeless status and if the status is affirmed, the Homeless Liaison shall begin the processes of provision of referrals and other assistance. In the instance when a student may be identified as an unaccompanied youth, the Louisiana Statewide

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LOCAL OPTIONS Section III

Student Survey Residency Questionnaire Form will be provided surveying peers, involving the school site social worker, and outreach will be provided to areas where students who are out of school might congregate.

Discrepancy between Chronological Age and Grade Placement for students who are classified as Homeless and/or Limited English Proficient (LEP)

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

LOUISIANA HIGH SCHOOL DIPLOMA ENDORSEMENTS <i>Beginning with the Freshmen of School Year 2008-2009 and Thereafter</i>				
<i>Standard Diploma</i>		<i>Career/Technical Endorsement</i>		<i>Academic Endorsement</i>
Core Courses				
<i>NON LA CORE 4</i>	<i>LA CORE 4</i>	<i>TOPS Opportunity</i>	<i>TOPS TECH</i>	<i>TOPS Opportunity/Graduation Requirements</i>
4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 8 Electives	4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Electives	4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 1 Unit of computer-related elective required by Career Options Law 4 Optional Electives	4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit Health 1 ½ Units of PE Option 1 (4 credits) OR Option 2 (6 credits)	4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit Health 1 ½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language ½ Unit of computer-related elective required by Career Options Law 3 ½ Optional Electives
High School Concentration				
Not Required		Students shall meet the minimum requirements for graduation including four elective primary credits in the Area of Concentration and two related elective credits, including one		Students satisfy this requirement by completing the course requirements for the LA Core 4 curriculum.

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LOCAL OPTIONS Section III

	computer/technology course.	
GEE or LAA 2		
Pass English and math components plus pass either Science or Social Studies component with a score of Approaching Basic	Pass all four components with a score of Approaching Basic	Pass all four components with a score of Basic or above OR one of the following combinations with the English Language Arts score at Basic or above: <ul style="list-style-type: none"> • 1 Approaching Basic, 1 Mastery or Advanced, Basic or above in the remaining two • 2 Approaching Basic, 2 Mastery or above
GPA/ACT		
No ACT required	TOPS Opportunity/TOPS TECH GPA & ACT Requirements	TOPS Opportunity GPA ACT of 23 or SAT Equivalent
Other Performance Indicators		
None	<ul style="list-style-type: none"> • BESE-approved Industry-based certification; OR 3 Carnegie credits in a Career Technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having such hours; AND • A minimum of 90 work hours of work-based learning experience 	Senior Project OR 1 Carnegie unit in an AP course with a score of 3 or higher on the AP exam OR 1 Carnegie unit in an Industry Based (IB) course with a score of 4 or higher on the exam OR 3 College hours of non-remedial, articulated credit in core area (Mathematics, Social Studies, Science, Foreign Language, or English Language Arts)

LOUISIANA TUITION OPPORTUNITY FOR STUDENTS (LTOPS)

Students must meet the following curriculum:

THE 16 ½ CORE CURRICULUM

ENGLISH	English I, II, III, IV	4 units
MATHEMATICS	Algebra I and II;	2 units
	Geometry, Trigonometry, Calculus or comparable Advanced Math	1 unit
SCIENCE	Biology	1 unit
	Chemistry	1 unit
	Earth Science, Environmental Science, Biology II, Physical Science, Chemistry II, Physics, Physics II, or Physics of Technology	1 unit
SOCIAL STUDIES	American History, Western Civilization, World History or World Geography	1 unit
CIVICS/FREE ENTERPRISE	Civics and Free Enterprise	½ unit and ½ unit
	OR Civics (non-public)	OR 1 unit
FINE ARTS SURVEY	or substitute two units of performance	1 unit

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LOCAL OPTIONS Section III

	courses in music, dance or theater, or substitute two units of studio art courses, or substitute one unit as an elective from among the other subjects listed in the core curriculum	
FOREIGN LANGUAGE	(Must be the same language)	2 units
COMPUTER	Computer Science, Computer Literacy, or Business Computer Applications (or substitute at least ½ unit or elective course related to computers approved by the State or ½ unit as an elective from among the other subjects listed in this core curriculum)	½ unit

AWARDS

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

TOPS TECH CORE CURRICULA

UNITS	COURSES
3	English I, II and III
1	English IV or Business English
1	Algebra I or Algebra I part 1 and 2 (two units); or Applied Mathematics I and II (two units)
2	Geometry, Applied Mathematics III, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Discrete Mathematics, or Probability and Statistics
1	Biology
1	Chemistry or Applied Chemistry
1	Earth Science, Environmental Science, Physical Science, Integrated Science, Biology II, Chemistry II, Physics, Physics II, or Physics for Technology
1	American History
1	World History, Western Civilization or World Geography
1	Civics and Free Enterprise (one unit combined) or Civics (one unit non-public)
Remaining courses must be selected from one of the two following options:	

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LOCAL OPTIONS

Section III

Option I	
1	Fine Arts Survey (or substitute two units of performance courses in music, dance, or theatre; or two units of visual art; or two units of studio art; or a career/technical studies course approved by BESE; or substitute one unit of an elective from among the other subjects listed in this core curriculum)
1	Foreign Language, Technical Writing, Speech I or Speech II
1	Computer education program of studies approved by BESE
17	Total Core Curriculum Units
OR	
4	A career major comprised of a sequence of related specialty courses and approved for the school
1	Related or technical fields course
1	Basic Computer course
19	Total Core Curriculum Units

"TOPS TECH AWARD"

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

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LOCAL OPTIONS Section III

Recovery of Required GPA	Yes
Award Limits	2 years

Progress Reports – Grades 9 – 12

All students must receive quarterly progress report forms. Progress reports must be issued halfway through each marking period (i.e., mid quarter). A *Student Study Educational Plan (Appendix C2)* must be completed by the teacher of record submitted to the SATeam and signed by the parent for any student in danger of failing by the end of the first and/or third quarters.

Special Education*

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

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

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

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

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

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

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

ESL: 9 – 12

English as a Second Language will be offered as part of English Language Arts and may be offered in other additional courses, English, as a Second

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LOCAL OPTIONS

Section III

*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.**

Program of Studies for ESL Students

Grades 9 - 12

STUDENTS REQUIRING 3 HOURS OF ESL

Entry in the 9th Grade:

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

Entry in the 10th Grade:

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

Entry in the 11th Grade:

11th Grade 3 hrs. ESL Students	12th Grade 2 hrs. ESL Students	Extend. Yr. For Grad. - monitored
English I (SL) Reading I (SL) ESL I	English II ESL II P. E. II	English III ESL III English

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LOCAL OPTIONS

Section III

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

(Spanish III Hisp.
Vietnamese I (E)
Science (7) others)
American History
Math (7)

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

STUDENTS REQUIRING 2 HOURS OF ESL

Entry in the 9th Grade:

9th Grade
2hrs. ESL Students

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

10th Grade
1 hr. ESL Students

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

11th Grade
Monitored

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

12th Grade

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

Entry in the 10th Grade:

10th Grade
2 hrs. ESL Students

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

11th Grade
1 hr. ESL Students

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

12th Grade
monitored

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

Extend. Yr. For
Graduating

Civics/Free
Enterprise
Computer

Entry in the 11th Grade:

11th Grade
2 hrs. ESL Students

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

12th Grade
1 hr. ESL Students

English II
ESL III
P. E. II
(Spanish III Hisp.
Vietnamese I (E)

Extend. Yr. For
Grad. - monitored

English II
English
IV/Business
English
Civics/Free Enterpris

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LOCAL OPTIONS

Section III

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

Reading in the
content area, Art,
Music, Typing,
others)
American History
Math

Science (7)
Computer Literacy
(7)
Math (7)

STUDENTS REQUIRING 1 HOUR OF ESL

Entry in the 9th Grade:

9th Grade
1 hr. ESL Students

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

10th Grade
Monitored

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

11th Grade

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

12th Grade

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

Entry in the 10th Grade:

10th Grade
1 hr. ESL Students

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

11th Grade
Monitored

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

12th Grade

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

Summer School

Computer Literacy

Entry in the 11th Grade:

11th Grade
1 hr. ESL Students

English I
English II
ESL III
Vietnamese I
Math (7)
American History

12th Grade
Monitored

English III
English IV/
Business English
Vietnamese I (E)
Science (7)
Math (7)

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LOCAL OPTIONS

Section III

World Geography

Civics/Free
Enterprise
Computer Literacy
(7)

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

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

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

✍ **New Orleans Public Schools**
Exceptional Children's Services
Course of Study for Special Education Students
Senior High – Grades 9 – 12

DIPLOMA TRACK

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

High School Schedules (Configuration Changes)

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

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LOCAL OPTIONS

Section III

Graduation Requirements & Areas of Concentration

College Preparatory Program of Studies

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

Placement Procedures

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

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

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LOCAL OPTIONS Section III

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

Seven Period Day

<u>Classification</u>	<u>Grade Level</u>	<u>Current Juniors and Seniors</u> <u>Earned Carnegie Units</u>	<u>Current Freshmen and Sophomores</u> <u>Earned Carnegie Units</u>
Freshman	9	0 - 4.5	0 - 5
Sophomore	10	4.5 - 9 .5	5.5 - 10
Junior	11	9.5 - 15 .5	10.5 - 16
Senior	12	15.5 - 23	16.5 - 24

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

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

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

Eighth Period Day

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

CURRENT GRADES 9 & 10 - Interpreting the scale, the pupil must complete 6.5 units to become classified as a tenth grader; 12.5 units to become an eleventh grader; and 18.5 units to become a twelfth grader.

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

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

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

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

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

Senior High School Graduation Requirements

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

The philosophy of the New Orleans Public School System, and
The regulations and criteria of the Louisiana State Department of Education. *

Requirements

Pupils must earn a minimum of twenty-three (23) credits in order to be considered eligible for graduation from a senior high school. In most cases pupils accrue 23 credits over a period of four years. A full year course is defined by Bulletin 741 as 182 class hours of instruction, for schools with seven-period, eight-period day or modified day schedules, the above definitions from Bulletin 741 apply. * Grades will be accrued each semester. Students, who are enrolled in a full credit course, may earn ½ credits at the end of the first and second semesters. In addition, the student must acquire a passing grade for each of the subject taken in the fourth quarter. If the course is a half credit course the student must acquire a passing grade for the ending quarter of the course. ***Students are required to score at or above the approaching basic level in English Language Arts and mathematics and***

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science or social studies of GEE for general education students or GEE and/or LAA 2 for students eligible for the LAA 2 assessment *


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

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

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

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

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

 Exceptional pupils will be awarded general high school diplomas upon completion of the required courses of instruction and upon attainment of needed Carnegie units of credit and performance on the LEAP graduation test, GEE and/or LAA 2. ***Meeting both course and Carnegie unit requirements may involve an extended time allotment for completion. ****

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Graduate Exit Exam (GEE) or LAA2 Wavier for Students with Disabilities*
A wavier request shall be submitted by the LEA to the Louisiana Department of Education on behalf of a student who has:

- ❖ tested each opportunity offered as a retesters and continues to be unsuccessful in passing one of the required portions of GEE or LAA 2***
- ❖ met all graduation requirements***
- ❖ documented evidence of participation in remediation***
- ❖ documentation of the disabilities' impact on the student's ability to pass the assessment.***

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

✍ **Special Education Pupils Earning Carnegie Units**

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

- ◆*** Pupils may be enrolled in a general course with a general teacher. They must meet the same course requirements as general pupils. Special modifications/accommodations with regard to time, methods of instruction, and materials, if needed, will be implemented.
- ◆*** Modifications/accommodations may include, but are not limited to, Braille or large print type materials, in-class translators, tape recorders for note taking and test taking, preferential seating, etc. All modifications/accommodations must be indicated on the IEP. The appropriate special education teacher and/or site administrator will ensure that the general education teacher provides these modifications/accommodations in the general education classroom.
- ◆*** Pupils may be enrolled in a course taught by a special education teacher using the same course description/curriculum guide used by the general education teacher. Pupils will be required to meet the same standards (course content, skills, and hours of instruction) and pass the same tests as general pupils enrolled in the regular course. The general teacher will award Carnegie unit credit. Special modifications/accommodations as stated in the IEP with regard to time, method of instruction, and materials, if needed, will be implemented.
- ◆*** Pupils may be enrolled in a course taught by a special education teacher certified in a specific area and receive Carnegie units from that teacher. Pupils will be required to meet the same standards as

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general pupils enrolled in a general course. Carnegie unit credit will be awarded by the subject matter certified special education teacher.

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

*Eligible pupils are those: **

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

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

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

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

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

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

- b) The pupil has completed at least 12 years of school or has reached the age of 22 (not to include pupils younger than 16).
- c) *The pupil has met attendance requirements according to Bulletin 741. **
- d) Transition planning has been completed and documented.
- e) A body of evidence exists to document that the pupil had access to and progressed in the general curriculum, to include, at a minimum, Louisiana

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Content Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies and the foundation skills.

- f) A body of evidence exists to document that the pupil has developed vocational competencies.

NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22. *

Unit Credit

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

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

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

For the 2010-2011 school year, all work other than the marking period examination counts for no more than 3/4 or 75% of the total grade. The marking period examination counts for no less than 1/4 or 25% of the total grade.

Repeat of Unit Credit

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

- ◆ review the class loads to see if there is space during the school year, or
- ◆ refer the pupil to summer school with a summer school authorization form for old work.
- ◆ once the course is completed for the second time, a conference will be held with the pupil, parent or guardian, and the counselor.

A written statement will be prepared and become part of the cumulative folder. This statement will

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- ◆ indicate both grades,
- ◆ indicate that the higher of the two grades will remain on the cumulative record sheet,
- ◆ indicate that the lower grade will be deleted,
- ◆ contain the signatures of the parent or guardian, pupil, and counselor.

Prerequisites

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

Sequence of Course

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

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

Special Support

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

Special Education Pupils: *

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

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

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

LEP Pupils:

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

Evaluation of Foreign Transcripts

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

Accommodations for LEP Exceptional Pupils*

Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change placement. In addition, actual "consent" must be received from a parent before a pre-placement evaluation or initial placement can occur. By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs of parents who are not fluent in English. (i.e., interpreters, official forms in language of parents whenever possible).

Notice of any planned evaluation or change of placement (or decision not to change placement) must "fully inform the parents or guardian in the native language of the parent or guardian, unless it clearly is not feasible to do so, of all procedures available pursuant to this section." Further, before "consent" to a pre-placement evaluation or initial special education

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placement can be given, “the parents (must be) fully informed of all information relevant to the activity for which consent is sought in his or her native language.”

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

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

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

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

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

- ❖ Grade placement for foreign students or limited English speaking foreign students whose transcripts/report cards are not available at the time of registration may be changed, if warranted, after the foreign transcripts/report cards have been received, examined, and evaluated to ensure proper grade placement. In the event an error has been made in grade assignment and/or in the grade level of the LEAP test administered, the SBLC/SATeam, in collaboration with the IEP Team (with guidance from Exceptional Children’s Services), will make the necessary adjustments on the IEP and in the SASI database for special education students.

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

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

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

ATTENDANCE

BESE policy states that students are expected to be in attendance every student activity day scheduled by the LEA (Bulletin 741: § 1103. (page 23). It also states "In order to be eligible to receive grades high school students shall be in attendance a minimum of 81 days per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year."

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The makeup sessions must be completed before the end of the current semester and all other policies must be met. *

In accordance with state requirements, all pupils in grades K - 12 shall be expected to be in attendance every regular activity day as scheduled by the school board.

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

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

The district's student information system, Power School, shall be the official vehicle for maintaining attendance. Reporting attendance to the Louisiana Department of Education shall be conducted by acquiring the teacher of record's signature on the Power School Attendance Audit Report accompanied by the student's registration form and a copy of the student's social security card.

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Types of Absences

Temporarily Excused – personal illness, serious illness in the family, death in the family (not to exceed one week, or recognized religious holidays of the student’s own faith (Students are to be allowed to make up missed assignments for this type of absence.)

Unexcused & Suspensions – Students who garner one or both of these absences are to be given failing grades in those subjects for those days missed and shall not be given the opportunity to make up work.

Students that are recommended for in-school suspension shall avoid interruption to the instructional program and accrual of absences. Thus, students who are reprimanded through an assignment of the in-school suspension shall continue to receive assignments.

Absenteeism

Following a student’s third unexcused absence or unexcused occurrence of being tardy, it shall be the responsibility of the teacher of record in grades K-3 or the homeroom teacher in grades 4-8 to contact the parent/guardian with written notification identifying the student’s attendance status. Additionally, this notification shall request the presence of the parent\guardian at a conference to discuss the attendance matter. During the conference the parent/guardian shall sign a receipt of the notification and attendance at the conference. The purpose of the conference is for the parent to respond to inquiry regarding nature of the absence and/or occurrences of tardiness and to remind parents of the state’s attendance policy. The signature sheet of notification and attendance at the conference shall accompany information acquired during the conversation with the parent and both are to be documented and maintained within the student’s cumulative folder. After the fifth absence, the matter will be referred to the school social worker by the homeroom teacher, who shall proceed with consequences as defined by ACT No. 745 of the Louisiana Legislature. The school nurse will follow up on medical reasons sited for absences. Upon returning to school following an absence, the student must be accompanied by written explanation for the absence from the parent/guardian or doctor. Students with an excused absence are entitled to make up work within two weeks of their return to school.

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Expulsion - Students Exonerated & Returning from Expulsion

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

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

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

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

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.**

Coursework Grading Scale for Grades 1 - 8

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

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

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

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French Grading Scale (Audubon Montessori Only)

Numerical Score	Alpha Grade Equivalent
100 - 85	A
84 - 75	B
74 - 61	C
60 - 50	D
49 - 0	F

Course Grading Requirements (Middle Grades 7 & 8)

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

Grading Students Identified as Needing Section 504/ADA

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

Supportive Reading and Mathematics Services: Middle Grades 7 and 8

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

Gifted or Talented Pupils

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade level work, regardless of the teacher of instruction. Any above grade level work shall be reported on the Special Education Progress Report form. If the teacher of the gifted is the teacher of a subject area, he/she will determine the grade level grade to be given and report it to the regular education teacher of record for recording on the report card. If both the teacher

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of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher). Report card grades are not given for talented services in grades Kindergarten through 8. Performance in the talented area is reported on the Special Education Progress Report Form.

Grade Changes

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

Coursework Grading Scale for Grades 9 – 12

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

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

Credit Recovery

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

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Advanced Placement Courses

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

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

Gifted or Talented Pupils (Grades 9-12)

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

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

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

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

Honors/Academically Enhanced Courses: Grades 9-12

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

Alpha Grade	Cumulative Grade Point Average
A	4.40
B	3.30
C	2.20

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Determination of Class Rank

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

Course Grading Requirements (9 – 12)

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

Special Education: Report Cards/Grading Procedures

All special education pupils must receive quarterly Progress Report Forms. The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils. * Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. Progress of pupils with severe/profound disabilities will be documented on a quarterly Progress Report Form, in lieu of a report card, and will reflect progress toward annual IEP goal achievement.

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

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

- ◆ Pupil meets the District's attendance requirements.
- ◆ Pupil achieves at least 70% of his/her annual goals on current IEP.
- ◆ Transition planning as noted on current IEP Transition Services Form has been addressed.
- ◆ Pupil earns the required number of Carnegie Units **and/or** Special Education 'adjusted' units to meet the required number of units to be classified as a Freshmen, Sophomore, Junior, or Senior. Note: A Special Education 'adjusted' unit is awarded to a student who achieves all of the course competencies for a *special education class*, but is not working on grade level and, therefore, cannot earn a Carnegie Unit.
- ◆ Parents sign a Special Education Exit Options Form (see Appendix B) indicating they understand the Exit Options available to their child, and that if

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their child does not earn 23 Carnegie Units and pass GEE 21, he/she will not exit with a High School Diploma, regardless of enrolled grade level.
Note: Students who do not earn 23 Carnegie Units and pass the GEE and/or LAA 2 or receive the **GEE/LAA 2 wavier** will not exit with a High School Diploma. Special Education 'adjusted' units do not count toward the 24 Carnegie Units.

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

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

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

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

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

Grade Changes

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

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

* - State-mandated

✍️ - denotes applications to Special Education

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

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

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

Elementary Foreign Language Instruction: K – 6

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

FOREIGN LANGUAGE MODEL

FOREIGN LANGUAGE CURRICULUM

Immersion program models have been initiated in elementary grades at Audubon Montessori Charter, and Hynes Elementary Charter School. In others, from grades 4-6, an articulated continuous program of language skills acquisition and/or maintenance provides daily instruction for one-half hour during the language arts block. In the middle grades, 7 & 8, where foreign language is offered, it is offered for 150 minutes per week at the middle grades and 250 minutes per week at the high schools.

OBJECTIVES

- ❖ To improve the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify.
- ❖ To enable children to understand and speak a second language within an appropriate cultural context, and to later read and write it.
- ❖ To expand the English verbal capabilities of children through mastery of word attack skills, auditory discrimination skills, memorization skills, and oral proficiency in a second language.
- ❖ To broaden the cultural horizons of children by making them aware of different cultures, customs, languages and the world at large.

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- ❖ To stimulate interest among children in the study of languages other than their own and the humanities.
- a. Explain the local definition of the term “grade level” or “on grade level.” OPSB defines “on grade level” as the performance of a student at the accurate age appropriate achievement level.
- b. List the model program sites.

Bethune Elementary, Franklin Elementary, Mc Main Secondary, Mc Donogh 35 Senior High, Lusher Charter, Lake Forest Charter, Benjamin Franklin High School Charter, Priestley Charter, Einstein Charter, Audubon Montessori Charter and Hynes Elementary Charter Schools
- c. List the designated subject area(s) for foreign language.
French and Spanish

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

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

1. Describe the LEA’s procedure for determining if a 4th or 8th grade student will receive an override from the High Stakes Testing Policy.
The District’s procedure is as follows:
 - The Accountability office identifies the student who scores at the unsatisfactory level in English or mathematics but who scores at the *Mastery or Advanced* level in the other.
 - The student who meets both criteria will have his/her information forwarded to the School Building Level Committee/Student Assistance Team SBLC/(SATeam) for review and recommendation.
 - The SBLC/SATeam recommendation will contain 3 to 4 signatures of the members and documented on the 300R form (Appendix E), then placed in the student’s cumulative folder.
 - The parent shall consent (Appendix I) to the recommendation for promotion, which will be forwarded to the Superintendent or designee (Accountability Services). If the parent does not agree

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with the SBLC/SATeam recommendation for promotion, the student will repeat the regular grade. It shall be the responsibility of the school to inform the parent of the advantages of the transitional setting for their child.

- The Superintendent or designee will follow the LDE Override Process.
- The grade placement of the student will be determined by the outcome of the override.

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

Non-public and Home Schooling Students entering New Orleans Public Schools shall have the district school make decisions regarding granting an override via the SBLC/SATeam.

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

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

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

In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. 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. Documentation of the assignment shall be derived from the SBLC/SATeam. Both appendices D and E must be completed and filed in

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the student's cumulative folder. If a student is promoted with deficiencies the student's RTI prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescriptions with needed interventions.

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

Appeals Process*

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

- ◆ ***The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for Basic.***
- ◆ ***The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored Approaching Basic on LEAP.***
- ◆ ***The student must have attended the LEAP summer remediation program.***
- ◆ ***The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.***
- ◆ ***The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.***

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

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

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- ◆ The pupil shall attain at least a 70% average in each of the promotional subjects of **reading, English language arts** (oral and written communication, handwriting, and spelling), and **mathematics, science and social studies** based on the required grade level benchmarks.
- ◆ **The pupil must attend a minimum of 160 days of school.***
- ◆ The pupil must pass the quarterly exams that will be averaged into the final grade. Quarterly exams will count as one-fifth of the quarterly grade.
- ◆ ***The principal and the SATeam must review student work samples and attest that the student exhibits the ability of performing at or above the Basic achievement level in the subject for which the appeal is being considered.***

The SBLC/SATEam will sign and attach the Testimony of the Validity of Student Work Samples Meeting the Appropriate Standard Related to a High Stakes Testing Appeal (Appendix J) to the 300R form. This document has the signatures of the principal and the members of the SBLC/SATEam who have reviewed student work samples and attest to the fact that the student has the capability of performing at or above the Basic achievement level.

Non-public and Home Schooling Students entering New Orleans Public Schools shall have the receiving OPSB Elementary School make decisions regarding granting an appeal via the SBLC/SATEam.

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

Orleans Parish Schools does not offer this option.

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

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

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

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

Spring 2006, the passing standard for grade 8 changed to the Basic/Approaching Basic combination, this new standard deleted the 8.5 grade level from the progression sequence.

The 2009-2010 school year shall be the last year that a wavier shall be granted to enrolling 9th graders and/or received by the schools for students enrolling in 9th grade of the Orleans Parish School Board. Beginning with the 2010-2011 school year a student must meet the passing criteria of the Basic/Approaching Basic combination on the grade 8 LEAP exam and meet the promotional criteria of the sending school to be classified as an enrolling 9th grader.

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

- ◆ *The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test. At a minimum, the student shall score Approaching Basic on the English Language Arts and Mathematics component(s) of the summer retest.*
- ◆ *Any student who scores less than Approaching Basic on either component of the summer retest is ineligible for the waiver consideration.*
- ◆ In addition to meeting the LDE High Stakes requirements to receive the wavier the student must also:

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For the 2009-2010 school year, in addition to meeting the LDE High Stakes requirements to receive the waiver the student shall:

- ❖ attain at least a 70% average in **each** of the promotional subjects of **language arts** (oral and written communication, handwriting, and spelling) **mathematics, science and social studies** based on the required grade level benchmarks; and
- ❖ attain at least a 70% average in the promotional subjects of health and physical education, and the elective combined, when applicable; and
- ❖ ***meet the attendance requirement of a minimum of 160 days, as outlined by the Louisiana Department of Education****
- ❖ The pupil must pass quarterly exams that will be averaged into the final grade. Quarterly exams will count one-fifth of the quarterly grade.

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

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

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A grade 8 student who has repeated grade 8 once and fails to attain the passing scores for LEAP (ELA and/or math) after testing the second spring administration must:

- ❖ score at minimum an approaching basic in ELA or mathematics, and
- ❖ attend the summer remediation program after the second spring administration, and
- ❖ pass all promotional subjects, and
- ❖ meet the attendance required for the school year, and
- ❖ meet the attendance requirement of the remediation program to be assigned to grade 9.

Students, who fail to pass any of the promotional subjects after completing the initial and the repeated school year, will be referred to the SBLC/SATeam to determine if the student, see appendix O, will repeat grade 8 again, will be assigned to the ninth grade or will be referred to the pre-GED program. Both Appendices D & E must be completed. NOTE: Students who do not meet the above criteria relative to the LEAP, attendance and/or the remediation criteria may not be promoted to grade 9 and must either repeat grade 8 or be referred to the Pre-GED Skills Option Program.

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

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

The following persons serve on the SATeam:

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

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

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

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

A specific, written Student Study Educational Plan (Appendix C) defining an educational program will be developed for the pupil. This plan shall be different from the pupil's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Student Study Educational Plan shall be placed in the pupil's cumulative folder and a copy given to the pupil's parent(s). Retention shall not be used as the primary intervention prior to a special education referral. Below grade level performance in reading, language arts, or mathematics does not automatically qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all efforts to provide appropriate and multi-sensory classroom and school site alternatives/modifications/accommodations to meet the individual pupil's needs. The principal and/or the SBLC/SATeam cannot make decisions about grade placement at the 4th and 8th grade, if LEAP is the determinant. When the SBLC/SATeam may determine promotion or retention, both appendices D and E must be completed and filed in the student's cumulative folder.

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

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

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

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

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

D. Progression of students participating in LEAP Alternate Assessments

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

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

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

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

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

E. Limited English Proficient Students

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

Initial Placement for the students who enter for the first time in the New Orleans Public Schools

All pupils entering the school system for the first time shall complete the Home Language Survey that identifies language minority pupils. The

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completed survey will become part of the permanent record of all pupils and placed in the cumulative folder. (Refer to SDE Bulletin 1851.)

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

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

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

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

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

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

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

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necessary to achieve the goals of the district. Using integrated language and content instruction allows LEP students to continue their academic development while acquiring English proficiency.

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

- ❖ Total Physical Response (TPR)
- ❖ Sheltered English Instruction
- ❖ Content-Based English As a Second Language
- ❖ English As A Second Language
- ❖ Newcomer Program
- ❖ Cognitive Academic Learning Approach (CALLA)
- ❖ Language Across the Curriculum

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

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

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

LEP students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate

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

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

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

F. Acceleration

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

Horizontal Enrichment

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

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Vertical Acceleration

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

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

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

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

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

Grades 9-12:

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

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

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

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❖ High School Credit for College Courses for Identified Gifted Pupils

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

❖ Advanced Placement Courses

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

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

2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

See question 1

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


See question 1

4. Describe any policies governing services for gifted students.

Gifted Program*

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

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

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

* - State-mandated

 - denotes applications to Special Education

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 - Items within a text box are new to the plan

LOCAL OPTIONS

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

High School Credit for Elementary Pupils

According to criteria in SDE Bulletin 741, revised, an elementary pupil shall be eligible to receive high school credit in certain eligible courses listed in the program of studies. * The Orleans Parish School Board requires students who wish to take English I and/or Algebra I in grade 8 as middle school students to enroll in the specialized course(s) that has/have been designated to instruct students toward mastery of the GLEs for both grade 7 and grade 8. Charter schools under the auspices of the Orleans Parish School Board shall have the selected courses at their sites for this purpose approved by the specialist(s) for English language arts, mathematics, and student support services.

- ***Students in the middle grades are eligible to receive Carnegie credit for courses in the high school program of studies in mathematics, science, English, Social Studies, foreign language, keyboarding/keyboarding applications, Introduction to Business Computer Applications, or computer/technology literacy.***

- ***Middle school students may receive Carnegie credit provided that***
 - ***The time requirement is met.***
 - ***The student has mastered the high school course standards for the course taken.***
 - ***The teacher is secondary certified in the course taught or the student passes a credit exam in the subject taken (credit exam must be submitted to LDE for approval each year).***

- ***Students who are repeating the 8th grade because they have scored unsatisfactory on the mathematics and/or English language arts components of LEAP shall not take or receive Carnegie credit for any high school courses in a content area in which they scored unsatisfactory on the 8th grade LEAP.***

- ***Algebra I in the 8th grade***

All students taking Algebra I must take the Algebra I End-of-Course (EOC) exam

Students not instructed by a secondary certified math teacher must take the exam and score Good or Excellent to receive Carnegie credit

Note – middle school students whose teacher is secondary certified must take the EOC exam but automatically receive Carnegie credit.

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Proficiency Examination

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

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

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

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

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

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

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

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

Unless otherwise indicated by the Louisiana State Department of Education, "P" (Pass) is equal to a score on the test of 70 or greater and "F" (Fail) is equal to a score of 69 or below. The grade must be submitted for the record.

The Guidance and Counseling Department will provide assistance to all schools.

G. Transfer Students

* - State-mandated

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LOCAL OPTIONS

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

All new registrants to the New Orleans Public Schools are required to present to the principal of the school:

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

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

d. Home Study

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

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

i. Provisions for LEAP//LEAP Students

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

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

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

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

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

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2. Describe the procedures for Interim IEPs.

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

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

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

H. Retention Policy

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

Retention Grades K - 8

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

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

Performance in required courses of study

Performance on LEAP-CRT in grades 4 and 8

Attendance

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

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Upon identification that a student displays a deficiency, the classroom teacher will enact the processes of RTI. Required documentation shall be gathered and progress monitoring shall occur every 2-3 weeks to determine the effectiveness of the interventions applied. If a student continues to display evidence of failure by the end of the second quarter in grades K - 8, or by the end of the first and/or third quarters in grades 9-12, the student will be referred to the Student Assistance Team (SATeam,) utilizing Appendix E, Request for SBLC/SATeam Consideration. Recommendations for the next academic year or semester will be based on the information documented on appendices D & E. These documents will be discussed with parents prior to making the final decision to retain the pupil or repeat a portion of a course or a course.

In accordance with OPSB Policy a student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4th and 8th grades 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. Documentation of the assignment shall be derived from the SBLC/SATeam. Both appendices D and E must be completed and filed in the student's cumulative folder. For all other grades, OPSB 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 SATeam 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.

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

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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.

Additionally, at grades 4 – 8, the students who meet this definition will also participate in the adolescent literacy program.

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

OPSB will implement the best practices elements of the RTI process by following the three-tiered method. In the fall, winter and spring students will be universally screened for benchmarking.

- Tier 1 students will receive the core, enrichment and/or accelerated instruction as applicable.
- Tier 2 students needing strategic support will be grouped in accordance to need and shall not exceed 6 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 30 minutes of intervention for every 1 hour of core instruction.
- Tier 3 students needing intensive support will be grouped in accordance to need and shall not exceed 4 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 60 minutes of intervention for every 1 hour of core instruction.

School shall use the supplemental resources that have been provided for the purpose of moving strategic and intensive intervention students toward benchmark. Progress monitoring shall occur every two weeks to determine if the intervention provided is sufficient.

I. Alternative Schools/Programs/Settings and Adult Education

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

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

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

The following conditions merit consideration:

- ◆ A parent refuses special class placement for a pupil who is incapable of achieving grade standards.
- ◆ An overage pupil who is physically much larger than his classmates becomes socially or emotionally maladjusted.
- ◆ A foreign-born pupil and/or a pupil whose home language is other than English who has not broken the language barrier. No LEP pupil shall be retained solely on lack of English proficiency.
- ◆ A pupil who has been identified as dyslexic or attention deficit disorder/attention deficit hyperactive disorder.

The following action shall be taken:

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

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

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

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

ELEMENTARY (K-8)

After School Tutoring
 Bilingual/ESL Programs
Extended Day Programs
Peer Tutoring
Resource Classes (regular)
 Special Education Instruction
 Special Grouping
504 Accommodation Plan
LEAP Summer School
School Year Remediation

SECONDARY (9-12)

After School Tutoring
 Bilingual/ESL Programs
Extended Day Programs
Peer Tutoring
Resource Classes
 Special Education Instruction
 Special Grouping
Student Assistance Team (SATeam)
GEE Summer School
LEAP GEE Remediation
504 Accommodation Plan
GEE 21/Carnegie Unit Summer School
Alternative Learning Center (ALC)

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*.)**

Adult Basic Education Program (Grades 1-8)

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

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

High School Equivalency Diploma Program (Grades 9-12)

The High School Equivalency Diploma Program offers a chance to earn a diploma even though a person has full-time family responsibilities. Adults

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progress at their own pace and receive individual help with course work. When an adult successfully completes the General Educational Development (GED) Examination, he is entitled to a High School Equivalency Diploma.

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

Early College Admission Policy*

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

J. Review of Placement

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

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

Review Process

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

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

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

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

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

K. Records and Reports

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




Cumulative Folder*

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

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

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):

<ul style="list-style-type: none"> • <i>Access to Confidential Records Form affixed to the inner cover of the folder</i> • <i>Guidance information</i> • <i>Anecdotal records</i> • <i>Doctor's certificates</i> • <i>Health records (i.e. immunization record)</i> • <i>Student Study Educational Plan (Appendices C and C2), if</i> 	<ul style="list-style-type: none"> • <i>Home Language Survey form</i> • <i>504 evaluations and accommodation plans</i> • <i>*IEP Due Process checklist</i> • <i>*Referral forms</i> • <i>*Current ESY IEP (and all former ESY IEPs)</i> • <i>*Current IEP (and all</i>
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<p><i>applicable</i></p> <ul style="list-style-type: none"> • <i>Multidisciplinary evaluations (stored in special education confidential files)</i> • <i>Discipline and Dress Code Contract</i> • <i>iLEAP Standardized Norm-referenced Test (NRT) Results</i> • <i>LDE (LEAP) Criterion-referenced test (CRT) Individual Student Report for grades 3 and 11</i> • <i>Current computerized report card</i> • <i>Elementary report card</i> • <i>Communications from parents, where appropriate</i> • <i>Current computerized transcript</i> • <i>Record of results of credit exam</i> • <i>Parent/student refusal of LEAP remediation</i> • <i>Copy of pupil's social security number when provided by the pupil</i> • <i>All documentation of Exceptions to the High Stakes Policy with supporting documentation, including appendices I, J, T</i> • <i>Documentation of Identification, assigned interventions and progress monitoring through RTI</i> • <i>Documentation of outcomes and progress in remediation and alternative programs</i> • <i>Early Release Requests (Appendix F)</i> • <i>Conditional Examination Requests (Appendix G)</i> • <i>Parental Consent to Participate in Pre-GED Skills Option Program (Appendix H)</i> 	<p><i>former IEPs)</i></p> <ul style="list-style-type: none"> • <i>*Copy of placement letter</i> • <i>✍️*IEP Progress Report forms</i> • <i>All LDE LEAP/GEE/iLEAP Student Test labels affixed to folder</i> • <i>✍️LAA Instruments (for students determined eligible to be tested utilizing Louisiana Alternate Assessment/LAA)</i> • <i>5 year Educational Plan Career Interest Survey for grades 8 - 12</i> • <i>✍️*and other Special Education documents as specified in the amended Individuals with Disabilities Education Act (IDEA)</i> • <i>*and other documentation of SAT procedures and actions regarding qualified pupils with disabilities under Section 504 of the Rehabilitation Act of 1973</i> • <i>Exceptional Children's Services Exit Options Form (Appendix B)</i> • <i>SATeam Documentation of Promotion/Retention Form (Appendix D)</i> • <i>ECS-300R (Appendix E)</i> • <i>Documentation of McKinney Vento (Appendices R & S)</i> • <i>Attendance Records that include appendix U when applicable</i> • <i>Request to Repeat a Unit of Credit (Appendix V)</i>
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	<ul style="list-style-type: none">• <i>Summer School Authorization Form (Appendix W)</i>
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Note: Beginning with the 2000-2001 year, a Special Education Cumulative Folder is to be maintained on every exceptional pupil in the district.

** Special education only*

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

2. Retention Documentation

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

3. Elementary Report Card Copy

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

4. Computer Technology and Record Keeping

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

Schools are responsible for accurate electronic student data record keeping, including demographic information, attendance, report cards, etc. School site student data, captured nightly, is consolidated into the centralized student database. Local, state, and federal reporting occurs from the centralized student database. Schools shall follow procedures for collecting and maintaining student data as outlined in the district's student information systems users' guide. The application of computer technology to record keeping for pupils is mandated in the New Orleans Public Schools and includes for each pupil:

- a. Pupil Data Base (demographic and emergency information);
- b. Pupil Schedule - grades 1 – 12;
- c. Pupil Standardized Norm-referenced Test Scores;
- d. Pupil Cumulative Record (Transcript) - grades 1 – 12;

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LOCAL OPTIONS

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

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - a. Regular education students
In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Specialist of Student Support Services to discuss the discrepancy.
 - b. Students with disabilities
Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students programming. The decision is made after review of records, programming and assessment by the SATeam.
 - c. Section 504 students
Section 504 students shall follow the guidelines set forth for the regular education students.
 - d. Grade change (K-12)
A grade that is disputed by parents/guardians may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, guidance counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.
 - e. Fourth quarter failure in High Schools
A high school student who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of

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the teacher of record, the principal, guidance counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

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

MISSION

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

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

Early Release

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

Conditional Exams

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

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SECTION IV



REMEDIATION

SECTION IV

REMEDICATION

Legal Authorization

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

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

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

Purpose

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

State Mandatory Requirements

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

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

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

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

Local Program Development and Evaluation

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

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

I. School Year Remediation Program

A. Program Objectives

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

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

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
 - a. students in third grade who have education deficits as identified by the DIBELS benchmark assessment;
 - b. students in fourth grade who scored at or below the *approaching basic* level on iLEAP in English language arts and mathematics for grade 3;
 - c. students repeating fourth grade due to non-passage of LEAP;
 - d. students in seventh grade who scored at or below the *approaching basic* level on iLEAP in English language arts and mathematics for in grade 6;
 - e. students in eighth grade who scored at or below the *approaching basic* level on iLEAP in English language arts and mathematics for grade 7;
 - f. students repeating eighth grade due to non-passage of LEAP;

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

The pupil-teacher ratio for student receiving remediation under the guidelines of RTI shall comply with the ratio as outlined in the process. If school sites are providing an after school or Saturday remediation program, the pupil/teacher ratio will range from 5:1 to meet the need for accommodations under the Section 504 Rehabilitation Act and IDEA in grades 4 and 8 to 15:1 in after school remedial classes.

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

Depending upon the school program and the extent of the deficiency of each eligible student, a minimum of 50 contact hours per content will be provided. For after school and/or Saturday remediation, the school shall determine the areas of remediation for students determined to need more

than two content area of remediation. The determination shall be based upon the areas of greatest need. All content areas will be remediated within the school day under the guidelines of RTI. Students shall not be released from remediation until a passing score in the content area is provided.

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

The school year intervention/remediation program shall begin directly after Labor Day of each school year and shall span through the last regular school day prior to the first day of the spring administration of LEAP.

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

Remedial instruction shall be provided by state certified teachers who possess current and appropriate certification/qualifications. At no time does the tutor serve as the remediation teacher. All prescriptions for students are to be developed and implemented by the teacher with the assistance of the tutor.

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

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

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

The methodology employed to remediate eligible students will be appropriate to the students' learning style(s) and their levels of deficiency. Although all benchmarks shall be reviewed, those knowledge and skill areas where PERCENT CORRECT is lower than 70% on the Individual Student Reports shall be considered areas of particular focus.

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

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

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.

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

A district-wide remediation registration form will document the program offered at each school site, which explains the remedial effort of LEAP eligible students (including remedial instruction by the regular classroom teacher in grades 4 and 8 and a remedial elective class at the secondary level). The signature of parents refusing such efforts or a student's non-attendance verified by the remediating teacher shall become part of the student's permanent, cumulative file, attached to each Individual Student Report.

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

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

B. Coordination of Funds

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

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

D. Evaluation

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

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

- ✓ 30% of the "at-risk" students in the third grade receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of iLEAP;
- ✓ 45% of the "at-risk" students in the fourth grade receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
- ✓ 45% of the students repeating fourth grade due to non-passage of LEAP and receiving remediation shall achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP ;
- ✓ 30% of the students in seventh grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of iLEAP;
- ✓ 45% of the students in eighth grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions of LEAP;
- ✓ 45% of the students repeating eighth grade due to non-passage of LEAP.
- ✓ Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program
- ✓ Surveys results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

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

B. Program Description

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

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

The pupil-teacher ratio for student receiving remediation under the guidelines of RTI shall comply with the ratio as outlined in the process. During the summer remediation program, the pupil/teacher ratio will range from 5:1 to meet the need for accommodations under the Section 504 Rehabilitation Act and IDEA in grades 4 and 8 to 15:1 in traditional remedial classes.

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

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

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

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

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

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

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

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

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

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

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

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.

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

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

C. Coordination of Funds

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

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

D. Evaluation

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

- ✓ The student test data provided by the summer administration results shall document the percent of students who met the requirements at grades 4 and 8.
- ✓ The students' attendance data and effort codes, documented by the LEAPdata database shall serve as the basis for defining the correlation value between attendance, effort and achievement.
- ✓ Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program
- ✓ Surveys results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs

III. GEE Remediation

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

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

A. Program Objectives

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

B. Program Description

1. Student selection criteria:

- ◆ students in ninth grade who scored at or below the *approaching basic* level on the ELA and/or Math portion of the grade 8 LEAP test;
- ◆ students in tenth grade who scored at or below the approaching basic level on LEAP in English language arts and mathematics for grade 9; and
- ◆ high school students who failed to achieve the required achievement level on any part of the Graduate Exit Exam (GEE).

2. Pupil/Teacher ratio

The pupil-teacher ratio for student receiving remediation under the guidelines of RTI shall comply with the ratio as outlined in the process. If school sites are providing an after school or Saturday remediation program, the pupil/teacher ratio will range from 5:1 to meet the need for accommodations under the Section 504 Rehabilitation Act and IDEA in grades 4 and 8 to 15:1 in after school remedial classes.

3. Instructional time

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

4. Selection criteria for teachers and/or paraprofessionals

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

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

5. Materials and methodology to be used

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

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

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

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

The course content of the program will be based on state standards and benchmarks. Locally developed practice tests correlated with standards-based curriculum will be used for on-going assessment. Schools shall assess quarterly for attainment of mastery by skill, mastery is achieved when the student has attained 70% of the skills.

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

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

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

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

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

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

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

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

- ✓ 50% of the students who were promoted to ninth grade with an unsatisfactory score will achieve the *basic* level in the portion of the iLEAP test where the approaching basic score was scored on the grade 8 LEAP and 45% of these students will achieve the approaching basic level in the portion of the iLEAP test where the unsatisfactory score was acquired on the grade 8 LEAP 30% of the students in the ninth grade receiving remediation will achieve the *basic* level in the English Language Arts and Mathematics portions on iLEAP
- ✓ 50% of the high school students receiving remediation in ELA, math, science and/or social studies will meet attainment levels on the Graduate Exit Exam (GEE).
- ✓ Documentation of students' quarterly assessment scores shall provide evidence that students have progressed toward mastery throughout the program
- ✓ Surveys results collected from responses of teachers, administrators and students about the quality of the program, provision and usefulness of materials, and level of effectiveness of the staff shall provide evidence of effectiveness concerning the logistics of the programs

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APPENDIX A

DEFINITION OF TERMS

State Terms

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

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

Local Terms

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

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

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

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

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

APPENDIX B

EXCEPTIONAL CHILDREN'S SERVICES EXIT OPTIONS FORM

SCHOOL _____ STUDENT _____

The following Exit options are available for students with disabilities:

1. _____ **High School Diploma**

- Student must meet State's attendance requirements, and
- Student must earn at least 23 Carnegie Units, and Student must participate in LEAP Alternate Assessment 2 (LAA2), and
- pass the English language arts and mathematics and the science or social studies components of the Graduation Exit Exam or LAA 2

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

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

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

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

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

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

4. _____ **GED or Skill Certificate**

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

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

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

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

Teacher of IEP Records: _____ Date: _____

Guidance Counselor: _____ Date: _____

Parent/Guardian: _____ Date: _____

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

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

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

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

SCHOOL: _____ DATE: _____

STUDENT: _____ ID#: _____

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

Referring Teacher(s): _____

DATE OF REFERRAL TO SATeam: _____

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

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

COURSES (Secondary)

GRADE LEVEL SUBJECTS (Elementary)

(✓) RECOMMENDED INTERVENTIONS

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

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

Additional Interventions: _____

SIGNATURES

DATE

HOMEROOM TEACHER _____

SATeam CHAIRPERSON _____

PARENT/GUARDIAN _____

STUDENT Grades 6th– 12th _____

PRINCIPAL _____

**APPENDIX C2
STUDENT STUDY EDUCATIONAL PLAN – GRADES 9-12**

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

SCHOOL: _____ DATE: _____

STUDENT: _____ ID#: _____

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

Referring Teacher(s): _____

DATE OF REFERRAL TO SATeam: _____

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

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

COURSES (Secondary)

GRADE LEVEL SUBJECTS (Elementary)

(✓) RECOMMENDED INTERVENTIONS

- | | |
|--|--|
| <input type="checkbox"/> Extend time requirements | <input type="checkbox"/> Assign special projects in lieu of assignment |
| <input type="checkbox"/> Allow breaks, vary type of student's activity | <input type="checkbox"/> Tape lectures for student replay |
| <input type="checkbox"/> Omit/limit assignments requiring timed copying | <input type="checkbox"/> Pre-teach vocabulary |
| <input type="checkbox"/> Increase verbal response time to questions | <input type="checkbox"/> Monitor student's progress frequently |
| <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Record and/or type assignments |
| <input type="checkbox"/> Reduce paper/pencil tasks | <input type="checkbox"/> Require student to maintain assignment notebook |
| <input type="checkbox"/> Modify difficulty level/length of assignments/tests | <input type="checkbox"/> Use taped Audio texts |
| <input type="checkbox"/> Avoid penalizing for spelling/grammatical errors | <input type="checkbox"/> Provide study sheets/guides for tests |
| <input type="checkbox"/> Adapt assignments to student's learning style | <input type="checkbox"/> Use supplementary materials |
| <input type="checkbox"/> Read directions to student | <input type="checkbox"/> Provide note taking assistance |
| <input type="checkbox"/> Peer/after school tutoring recommended | <input type="checkbox"/> Use multi-sensory instructional activities/aids |
| <input type="checkbox"/> Use of calculator/computer/spell check | <input type="checkbox"/> Provide concrete models of writing assignments |

Additional Interventions: _____

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

APPENDIX D
STUDENT ASSISTANCE TEAM
DOCUMENTATION OF PROMOTION/RETENTION

SCHOOL: _____ DATE: _____

STUDENT: _____ DOB: _____

CLASS/TEACHER(S): _____

_____ STUDENT FAILED TO MEET STATE ATTENDANCE REQUIREMENTS

_____ STUDENT FAILED THE FOLLOWING COURSES/SUBJECTS

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

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

ADDITIONAL INTERVENTIONS RECOMMENDED BY THE SATeam FOR NEXT SCHOOL YEAR.

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

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



APPENDIX E ORLEANS PARISH SCHOOL BOARD EXCEPTIONAL CHILDREN'S SERVICES REQUEST FOR SBLC/SATeam CONSIDERATION

Date: _____ Requester: _____

Title/Position: _____ Sex M F Race of Requester _____

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

School: _____ Grade/Program: _____ Race of Student _____

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

Reason for Request: _____

Evidenced Based Interventions - Attach Supporting Data: _____

Summary of Findings of the SBLC/SATeam: _____

SBLC/SATeam DECISION: _____ Date: _____

- 1 Conduct /Continue Intervention - RTI, Reconsider on (date): _____
- 2 Request Social Work Services
- 3 504 Evaluation
- 4 Student Study Educational Plan
- 5 Refer to SESS for Support Services
- 6 Refer to SESS for Evaluation
- 7 No assistance needed Educational Rights given to parent _____ Parent initials _____
- 8 Other: _____

SBLC/SATeam COMMITTEE'S SIGNATURES & TITLE



APPENDIX F

NEW ORLEANS PUBLIC SCHOOLS EARLY RELEASE FORM

DATE: _____

TO WHOM IT MAY CONCERN:

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

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

PARENT'S SIGNATURE: _____ Date: _____

STUDENT SIGNATURE: _____ Date: _____

COUNSELOR SIGNATURE: _____ Date: _____

APPENDIX G

NEW ORLEANS PUBLIC SCHOOLS CONDITIONAL EXAMINATION REQUEST



DATE OF REQUEST _____

STUDENT'S NAME: _____

TEACHER'S NAME: _____

EXAM SUBJECT: _____

DATE OF EXAM: _____

LOCATION: _____

COUNSELOR SIGNATURE: _____

TEACHER SIGNATURE: _____

STUDENT SIGNATURE: _____

APPENDIX H

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

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

This section is to be completed by the District

Student: _____ DOB: _____ School District: _____

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

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

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

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

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

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

This section is to be completed by the parent

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

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

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

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

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

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

Parent/Guardian signature

Month/day/year

Student/Adult Student signature

Month/day/year

APPENDIX I



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

High Stakes Override Parent Consent Form

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

Decision of Acceptance

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

Parent's/Guardian's Signature Date

Decision of Rejection

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

Parent's/Guardian's Signature Date

For School Office Use Only

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

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

APPENDIX J



New Orleans Public Schools
3520 GENERAL DE GAULLE DRIVE
NEW ORLEANS, LOUISIANA 70114

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

For Use 4th Graders Only

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

_____ attest to the fact that the
School's Name

work samples of _____ exhibit that he/she has the
Student's Name

ability to perform at the basic level in _____, which
Appeal Subject

is the subject for which the appeal is being considered.

SBLC/SATeam Committee's Signatures	
_____	_____
_____	_____
_____	_____

Principal's Signature **Date**

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



APPENDIX K LEAP

Non Public School/Home Schooling Students *Spring* Testing Registration Form – Present 4th, 8th & Home Schooling Students School Year _____

VERIFICATION PROCESS:

Public School Where Student is Applying to Attend: _____

I _____ verify that the below named student has begun the application
School Admission Staff's Name
process at _____
School

STUDENT INFORMATION:

Student's Name: _____
Please Print

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

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

PARENT'S INFORMATION:

Parent's/Guardian's Mailing Address: Name _____
Street _____
City, State, Zip _____

FOR REIMBURSEMENT, Parent's/Guardian's Social Security Number _____

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

TEST SELECTION SECTION:

TESTING ONLY

- I am requesting that my child participate in the testing program indicated above. I understand that a \$25.00 money order only (NO CASH OR CHECKS) made payable to N.O. Public Schools must accompany this application. I further, understand that I may request that this fee be refunded if my child enters as a New Orleans Public School Student in the fall of the following year. *The refund will be made payable to the party whose information appears in Section II above.*

REQUIREMENTS FOR TESTING:

- ✓ Copy of Social Security Card on Day 1
- ✓ Bring a thesaurus and dictionary on Day 1 and a calculator with new batteries on Day 3 (Calculator restriction: No Hewlett Packard)
- ✓ Current picture I.D. needed (i.e. School I.D., LA State I.D.)
- ✓ Bring a 3x5 card with parent contact information including parent’s name, a valid phone number where parent can be reached in case of an emergency and notification of any special health problems (i.e. asthma)
- ✓ Reading materials for reading after the test is prohibited

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

The testing schedule is listed below. LEAP is not a timed test; the time of completion is estimated. No student will be dismissed until all materials have been retrieved from the students. A parent/guardian must pick up the student each day after testing. It is expected that each child be picked up within one (1) hour after the assessment and returned to their regular non-public school. According to state and district policies, students cannot be left unattended at any time. If any child is not picked up after the designated hour, we are obligated to contact the authorities with that information.

Test Schedule

Day 1	8:00 a.m. to 12:30 noon
Day 2	8:00 a.m. to 11:30 a.m.
Day 3	8:00 a.m. to 11:00 a.m.

I understand that if my child has been identified within a testing irregularity by the Louisiana Department of Education during the spring and/or summer administration(s) of the test, I must allow my child to participate in an investigation that will be held in the Office of Accountability/Assessment of the New Orleans Public School System. I also understand that if my child is identified within a testing irregularity, his/her score in the identified test(s) is/are voided and my child may participate in the next administration.

Signature of Parent/Guardian

Date

Relationship to Student

APPENDIX L

Louisiana Educational Assessment Program (LEAP)

Non Public School/Home Schooling Students
Summer Testing Registration Form – Present 4th, 8th
and
Home Schooling Students
School Year 2009-2010



VERIFICATION PROCESS:

Public School Where Student is Applying to Attend: _____

I _____ verify that the below named student has begun the application
School Admission Staff's Name

process at _____
School

STUDENT INFORMATION:

Student's Name: _____
Please Print

Student's Current Louisiana Non-Public School and Grade:
_____/_____
Present School or List as 'Home Schooling' Grade Level for 2009-2010

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

PARENT'S INFORMATION:

Parent's/Guardian's Mailing Address: Name _____

Street _____

City, State, Zip _____

FOR REIMBURSEMENT, Parent's/Guardian's Social Security Number _____

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

TEST SELECTION SECTION:

TESTING ONLY

- I am requesting that my child participate in the testing program indicated above. I understand that a \$25.00 money order only (NO CASH OR CHECKS) made payable to N.O. Public Schools must accompany this application. I further, understand that I may request that this fee be refunded if my child enters as a New Orleans Public School Student in the fall of the following year. The refund will be made payable to the party whose information appears in Section II above.

REMEDIAITION & TESTING

- This application is being completed to accompany the Summer POWER Remediation Registration Form. I understand that my requested *refund will be made payable to the party whose information appears in Section II above*

REQUIREMENTS FOR TESTING:

- ✓ Copy of Social Security Card on Day 1
- ✓ Bring a thesaurus and dictionary on Day 2 and a calculator with new batteries on Day 1
- ✓ Current picture I.D. needed (i.e. School I.D., LA State I.D.)
- ✓ Bring a 3x5 card with parent contact information including parent’s name, a valid phone number where parent can be reached in case of an emergency and notification of any special health problems (i.e. asthma)
- ✓ Reading materials for reading after the test is prohibited

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

The testing schedule is listed below. LEAP is not a timed test; the time of completion is estimated. No student will be dismissed until all materials have been retrieved from the students. If needed, please ask the school test coordinator for an approximate time of completion.

Test Schedule

Day 1	Mathematics
Day 2	ELA, sessions 1 & 2
Day 3	ELA, sessions 3 & 4

I understand that if my child has been identified within a testing irregularity by the Louisiana Department of Education during the spring and/or summer administration(s) of the test, I must allow my child to participate in an investigation that will be held in the Office of Accountability/Assessment of the New Orleans Public School System. I also understand that if my child is identified within a testing irregularity, his/her score in the identified test(s) is/are voided and my child may participate in the next administration.

Signature of Parent/Guardian

Date

Relationship to Student

LEAP for the 21st Century **High Stakes Testing Policy**

Revised

Cecil J. Picard
State Superintendent of Education

June 2005

State Board of Elementary and Secondary Education

Ms. Glenny Lee Buquet*President*

3rd BESE District

Ms. Polly Broussard

6th BESE District

Mr. Walter Lee*Vice President*4th BESE District**Mr. Dale Bayard**

7th BESE District

Ms Linda Johnson*Secretary-Treasurer*

8th BESE District

Mr. Edgar Chase

Member-at-Large

Ms. Penny Dastugue

1st BESE District

Ms. Leslie Jacobs

Member-at-Large

Ms. Louella Givens

2nd BESE District

Ms. Mary Washington

Member-at-Large

Dr. James Stafford

5th BESE District

Ms. Weegie Peabody

Executive Director

For further information, contact:
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LEAP for the 21st Century High Stakes Testing Policy (Grades 4 and 8)

1. A student may not be promoted to the 5th or 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th or 8th grade *LEAP for the 21st Century* (LEAP 21) and at the *Approaching Basic* achievement level on the other (hereafter referred to as the *Basic/Approaching Basic* combination). For promotional purposes; however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP 21 only one time.
2. A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of the 4th or 8th grade LEAP 21, as well as for students who were retained in grades 4 or 8.
3. LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and mathematics at no cost to students who did not take the spring LEAP 21 tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component (s) on the spring tests.
 - A student who failed to achieve the *Basic/Approaching Basic* combination is *not* required to attend the LEA-offered LEAP 21 summer remediation program in order to be eligible for the summer retest.
 - All students with disabilities who participate in LEAP 21 should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP 21 summer remediation programs.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
4. In order to move students toward grade level performance, LEAs shall design and implement additional instructional strategies for those 4th and 8th grade students being retained. The purpose of the additional instructional strategies is to move the students to grade level proficiency by providing the following: (1) focused instruction in the subject area(s) on which they scored at the *Approaching Basic* and/or *Unsatisfactory* level on LEAP 21, and (2) ongoing instruction in the core subject areas using curricula based on State-level content standards and the Grade Level Expectations. LEAs are also encouraged to design and implement additional instructional strategies for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on LEAP 21.
5. Promotion/Retention Policies

Grade 4

A student may not be promoted to the 5th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th grade LEAP 21 and at the *Approaching Basic* achievement level on the other.

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

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

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

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP 21 must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP 21 summer remediation program.
- The student must have taken the LEAP 21 retest given after the LEAP 21 summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the subject for which the appeal is being considered.

LEAP 21 Testing

- Students retained in the 4th grade shall retake all four components of LEAP 21.

Grade 8

A student may not be promoted to the 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 8th grade LEAP 21 and at the *Approaching Basic* achievement level on the other.

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8th grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of LEAP 21. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

- The student may be promoted to the 9th grade, provided that he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of LEAP 21, has attended the LEAP 21 summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test. At a minimum, the student shall score *Approaching Basic* on the English Language Arts and the Mathematics component(s) of the summer retest.
- Any student who scores less than *Approaching Basic* on either component of the summer retest is ineligible for the waiver consideration.

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

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

LEAP 21 Testing

- Students repeating the 8th grade will retake all four components of LEAP 21.
- Students in the Pre-GED/Skills Options Program will take the 9th grade iLEAP.

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

A. Policy Override

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

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of LEAP 21 and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

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

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

C. Waiver for Limited English Proficient (LEP) Students

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

D. Waiver for Extenuating Circumstances

A school system, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP 21 testing or unable to attend LEAP 21 summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:

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

Documentation:

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

Student Eligibility/Retest Requirements:

- Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP 21 and
- who are unable to participate in **both** the spring and the summer administration of LEAP 21, **or**
- who failed to achieve the *Basic/Approaching Basic* combination on the spring administration of LEAP 21 English Language Arts and Mathematics tests and are unable to participate in LEAP 21 summer retest
- shall take The Iowa Tests for grade placement within ten (10) school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
- must score at or above the cutoff score on the selected form of The Iowa Tests for grade placement to be promoted to the 5th or 9th grade; and
- are not eligible for a retest. These students may be eligible for the policy override or appeals process in accordance with the local Pupil Progression Plan. (Note: The appeals process is available only to 4th grade students.)

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP 21 and

- who are unable to participate in the spring testing **and/or** summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the LEAP 21 summer retest. These students may be eligible for the policy override or appeals process in accordance with the local Pupil Progression Plan. (Note: The appeals process is available only to 4th grade students.)

E. State-Granted Exceptions:

A local school superintendent, a parent or guardian, or the State Department of Education may initiate a request for a State-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.

The Department of Education will provide a report to the State Board of Elementary and Secondary Education detailing state-granted waivers.

Documentation:

LEA Error: The LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.

Other Unique Situations: Documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.

Testing/Promotion Decisions:

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

7. The promotion policies outlined above will be reviewed in 2008.

APPENDIX N



NEW ORLEANS PUBLIC SCHOOLS OFFICIAL GRADE CHANGE FORM

School _____

Student's Name: _____

Identification Number: _____ Date of Birth: _____

Enrolled Grade level: _____ Course Title: _____

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

Date the Grade was issued: _____ Semester Grade Received _____

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

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

Teacher's Signature

Date

Counselor's Signature

Date

Data Specialist's Signature

Date

Principal's Signature

Date

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

APPENDIX O

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

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

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

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

Grade 4:

- 1. A student may not be promoted to the 5th grade until he/she has scored at or above the Basic level on either the English Language Arts or Mathematics components of 4th grade LEAP for the 21st Century (LEAP 21) and scored at the Approaching Basic achievement level on the other (hereafter referred to as the Basic/Approaching Basic combination). For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP 21 only one time.*

First Time Grade 4 Progression Chart

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Promote to 5 th
Passed	Basic	Unsatisfactory	No	Approaching Basic- Math	Promote to 5 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Repeat 4 th
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 4 th
Passed	Unsatisfactory	Basic	Yes	Approaching Basic – ELA	Promote to 5 th

APPENDIX O

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Promote to 5 th
Failed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Refer to SBLC/SATeam
Failed	Basic	Unsatisfactory	No	Approaching Basic- Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Refer to SBLC/SATeam
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	No	Basic - Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Repeat 4 th
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Repeat 4 th
Failed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - Math	Repeat 4 th
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Repeat 4 th

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

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

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

APPENDIX O

Grade 4 Repeater Progression Chart

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Promote to 5 th
Passed	Basic	Unsatisfactory	No	Approaching Basic- Math	Promote to 5 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 5 th
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Refer to SBLC/SATeam
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Refer to SBLC/SATeam
Passed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Promote to 5 th
Passed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic – ELA	Refer to SBLC/SATeam
Passed	Unsatisfactory	Approaching Basic	No	Approaching Basic – ELA	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and/or Math	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and/or Math	Refer to SBLC/SATeam
Failed	Basic	Approaching Basic	Not Needed	Not Needed	Refer to SBLC/SATeam
Failed	Basic	Unsatisfactory	Yes	Approaching Basic- Math	Refer to SBLC/SATeam
Failed	Basic	Unsatisfactory	No	Approaching Basic- Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Refer to SBLC/SATeam

APPENDIX O

Grade 4 Repeater Progression Chart Cont.

Promotional Criteria	4 th Grade ELA	4 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA or Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	Yes	Basic – Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	No	Basic – Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic - Math	Refer to SBLC/SATeam
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic - Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Basic	Yes	Approaching Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Basic	No	Approaching Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	Yes	Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	No	Basic - ELA	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic - Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic - ELA	Refer to SBLC/SATeam

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

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

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

APPENDIX O

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

Promotional Criteria	4 th Grade ELA Spring	4 th Grade Math Spring	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Unsatisfactory	Unsatisfactory	No	No	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes or no	Unsatisfactory – ELA and Math	Refer to SBLC/SATeam
Passed	Unsatisfactory	Unsatisfactory	Yes or no	Unsatisfactory – ELA or Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	No	No	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA and Math	Refer to SBLC/SATeam
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Unsatisfactory – ELA or Math	Refer to SBLC/SATeam

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

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

Grade 8:

<p>1.</p>	<p><i>A student may not be promoted to the 9th grade until he/she has scored at or above the Basic level on either the English Language Arts <u>or</u> Mathematics components of 8th grade LEAP for the 21st Century (LEAP 21) and scored at the Approaching Basic achievement level on the other (hereafter referred to as the Basic/Approaching Basic combination). For promotional purposes, however, a student shall score at or above the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP 21 only one time.</i></p> <p><i>After the summer retest, a school system, through its superintendent, may consider a waiver for an eighth grade student who has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP 21. The district may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:</i></p> <ul style="list-style-type: none"> <i>• The student may be promoted to the 9th grade, provided that he or she has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP 21, has attended the LEAP 21 summer remediation program offered by the district, and has taken the summer retest administered at the conclusion of the summer program.</i>
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APPENDIX O

Spring 2006, the passing standard for grade 8 changes to the Basic/Approaching Basic combination, this new standard deletes the 8.5 grade level from the progression sequence. Students must be placed in accordance with the charts that appear on pages 3.23 – 3.30.

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

- ***The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test. At a minimum, the student shall score Approaching Basic on the English Language Arts and Mathematics component(s) of the summer retest.***
- ***Any student who scores less than Approaching Basic on either component of the summer retest is ineligible for the waiver consideration.***

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

First Time Grade 8 Progression Chart

Promotional Criteria	8 th Grade ELA	8 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Basic	Unsatisfactory	Yes or No	Approaching Basic- Math	Promote to 9 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA and/or Math	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA and Math	Wavier received promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA or Math	Wavier received promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Unsatisfactory – ELA and/or Math	Wavier received promote to 9 th
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 9 th

APPENDIX O

First Time Grade 8 Progression Chart Cont.					
Promotional Criteria	8th Grade ELA	8th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Approaching Basic	Approaching Basic	No	Approaching Basic – ELA and/or Math	Repeat 8 th
Passed	Approaching Basic	Approaching Basic	No	Unsatisfactory – ELA and/or Math	Repeat 8 th
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic – Math	Wavier received promote to 9 th
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic – Math	Repeat 8 th
Passed	Unsatisfactory	Basic	Yes or No	Approaching Basic – ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes or No	Basic – ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic – ELA	Wavier received promote to 9 th
Passed	Unsatisfactory	Approaching Basic	No	Approaching Basic – ELA	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Promote to 9 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and Math	Wavier received promote to 9 th
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA or Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA or Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	No	Unsatisfactory – ELA and/or Math	Repeat 8 th
Failed	Basic	Approaching Basic	Not Needed	Not Needed	Repeat 8 th **
Failed	Basic	Unsatisfactory	Yes or No	Approaching Basic- Math	Repeat 8 th ***
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Repeat 8 th ***

APPENDIX O

First Time Grade 8 Progression Chart Cont.					
Promotional Criteria	8th Grade ELA	8th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA and/or Math	Repeat 8 th **
Failed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA and/or Math	Repeat 8 th **
Failed	Approaching Basic	Approaching Basic	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th **
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Repeat 8 th **
Failed	Approaching Basic	Approaching Basic	No	Approaching Basic – ELA and/or Math	Repeat 8 th **
Failed	Approaching Basic	Approaching Basic	No	Unsatisfactory – ELA and/or Math	Repeat 8 th **
Failed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Repeat 8 th **
Failed	Approaching Basic	Unsatisfactory	No	Basic - Math	Repeat 8 th **
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic – Math	Repeat 8 th **
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic – Math	Repeat 8 th **
Failed	Unsatisfactory	Basic	Yes or No	Approaching Basic – ELA	Repeat 8 th **
Failed	Unsatisfactory	Approaching Basic	Yes or No	Basic – ELA	Repeat 8 th **
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic – ELA	Repeat 8 th **
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic – ELA	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA or Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA or Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA or Math	Repeat 8 th **

APPENDIX O

First Time Grade 8 Progression Chart Cont.					
Promotional Criteria	8 th Grade ELA	8 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Failed	Unsatisfactory	Unsatisfactory	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th **
Failed	Unsatisfactory	Unsatisfactory	No	Unsatisfactory – ELA and/or Math	Repeat 8 th **

**If a student fails English Language Arts and/or Math and/or 2 or more subjects other than Language Arts and Mathematics with less than a 70% combined average, he/she is to repeat the 8th grade. Please note that the criteria for passing 8th is passing both promotional subjects as defined above and LEAP as defined in the charts on pgs. 3.23-3.24.

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

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

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

NOTE: LEAP 21 Remedial Summer School is mandatory for students who wish to become eligible for the Grade 9 Waiver, or an override, as outlined in the Louisiana State Department of Education's High Stakes Testing Policy, revised January 2005.

Grade 8 Repeater Progression Chart

Promotional Criteria	8 th Grade ELA	8 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Basic	Approaching Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Basic	Unsatisfactory	Yes or No	Approaching Basic- Math	Promote to 9 th
Passed	Approaching Basic	Basic	Not Needed	Not Needed	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Basic – ELA and/or Math	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA and/or Math	Promote to 9 th

APPENDIX O

Grade 8 **Repeater** Progression Chart Cont.

Promotional Criteria	8 th Grade ELA	8 th Grade Math	Attended LEAP 21 Summer Remediation	Summer Retest	Placement Decisions:
Passed	Approaching Basic	Approaching Basic	Yes	Unsatisfactory – ELA and/or Math	Assigned to grade 9 through High Stakes Policy
Passed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Promote to 9 th
Passed	Approaching Basic	Approaching Basic	No	Approaching Basic – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Passed	Approaching Basic	Approaching Basic	No	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Passed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	No	Basic - Math	Promote to 9 th
Passed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic – Math	Assigned to grade 9 through High Stakes Policy
Passed	Approaching Basic	Unsatisfactory	No	Approaching Basic – Math	Repeat 8 th
Passed	Unsatisfactory	Basic	Yes or No	Approaching Basic – ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes or No	Basic – ELA	Promote to 9 th
Passed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic – ELA	Assigned to grade 9 through High Stakes Policy
Passed	Unsatisfactory	Approaching Basic	No	Approaching Basic – ELA	Repeat 8 th
Passed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Promote to 9 th
Passed	Unsatisfactory	Unsatisfactory	Yes	Basic – ELA or Math	✦9 th grade with remedial class
Passed	Unsatisfactory	Unsatisfactory	No	Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and Math	Assigned to grade 9 through High Stakes Policy
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Passed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA or Math	✦9 th grade with remedial class
Passed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED

✦ Repeating students who are promoted to the 9th grade must pass the scheduled remedial course that correlates with the non-passed LEAP test before the student can be scheduled into English 1 and/or Algebra 1.

APPENDIX O

Grade 8 Repeater Progression Chart Cont.

Passed	Unsatisfactory	Unsatisfactory	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Passed	Unsatisfactory	Unsatisfactory	No	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Basic	Unsatisfactory	Yes or No	Approaching Basic- Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Basic	Not Needed	Not Needed	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	Yes	Basic – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	Yes	Approaching Basic – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	No	Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	No	Approaching Basic – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Approaching Basic	No	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Unsatisfactory	Yes	Basic - Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Unsatisfactory	No	Basic - Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Unsatisfactory	Yes	Approaching Basic – Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Approaching Basic	Unsatisfactory	No	Approaching Basic – Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Basic	Yes or No	Approaching Basic – ELA	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Approaching Basic	Yes or No	Basic – ELA	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Approaching Basic	Yes	Approaching Basic – ELA	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Approaching Basic	No	Approaching Basic – ELA	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED

APPENDIX O

Grade 8 Repeater Progression Chart Cont.					
Failed	Unsatisfactory	Unsatisfactory	Yes or No	Basic – ELA and Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	Yes	Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	No	Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA and Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA and Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	Yes	Approaching Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	No	Approaching Basic – ELA or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	Yes	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED
Failed	Unsatisfactory	Unsatisfactory	No	Unsatisfactory – ELA and/or Math	Repeat 8 th , Refer to SATeam/SBLC, Pre-GED

✦Repeaters who pass LEAP 21 Language Arts or LEAP 21 Mathematics, attends LEAP 21 Remediation Summer School and retests will be promoted to the ninth (9th) grade with remediation in the failing component of the LEAP 21 test. These students must pass the scheduled remedial course that correlates with the non-passed LEAP test before the student can be scheduled into English 1 and/or Algebra 1.

Once a student is promoted to the ninth grade, he/she no longer will take 8th grade LEAP 21.

*NOTE: If the student is retained due to failure of ELA or Math of LEAP 21 only, during the initial 8th grade year and passes the non passed portion of LEAP during the retained year, but fails the promotional subjects in the retained year, the students shall be promoted to 9.

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

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

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



Orleans Parish School Board

3520 General DeGaulle Drive • Suite #5055 • New Orleans, Louisiana 70114
(504) 304-5660 office • (504) 309-2865 fax

Darryl C. Kilbert, Superintendent

October 28, 2009

Mr. David Beste
Division of Student Standards and Assessment
Board of Elementary and Secondary Education
State Department of Education
P.O. Box 94064 Capitol Station
Baton Rouge, Louisiana 70804-9064

Dear Mr. Beste:

At present, the Orleans Parish School Board is in compliance with the BESE Mandate to provide students in grades 4-8 in Foreign Language Instruction at the following schools:

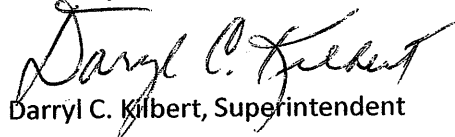
Mary McLeod Bethune Elementary School	McDonogh #35 Senior High
Ben Franklin Elementary School	Eleanor McMain Secondary High
Edward Hynes Charter School	Lusher Charter School
Audubon Charter School	Lake Forest Charter School
Einstein Charter School	

Due to budgetary constraints, the following schools are unable to comply with this mandate:

Alice Harte Charter School	Robert Moton Charter School
----------------------------	-----------------------------

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

Sincerely,


Darryl C. Kilbert, Superintendent

*"Success is the **ONLY OPTION!**"*

APPENDIX Q

BILINGUAL/ESL EDUCATION PROGRAMS

PHILOSOPHY

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

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


OBJECTIVES

- Increase academic achievement and improve work force readiness of LEP students.
- Establish a functional link of parents to their children's schools and to applicable social services.
- Improve instructional performance of teachers and staff.
- Foster respect and appreciation for students of diverse cultural backgrounds and ethnicities.

CURRICULUM

The two program models used to provide appropriate service to LEP pupils are:

- English as a Second Language (ESL) - provides intensive instruction in English through a variety of teaching strategies and methodologies individualized to meet the needs of the non/limited English speaking students. The ESL teacher is certified and serves as the "teacher of record" for language arts/reading.
- Bilingual Education - provides intensive English instruction while at the same time addressing content area instruction through the native language so the pupil does not fall behind in subject matter while learning English.
- Sheltered Instruction – delivers content area or core curriculum through simplified English and modified instruction.

APPENDIX Q
 **BILINGUAL/ESL EDUCATION PROGRAMS**

- Inclusion – provides targeted instructional support from ESL teachers for a particular subject area.
- Cognitive Academic Language Learning Approach (CALLA) – combines language, content and learning strategy instruction into an ESL transitional ESL approach.

The delivery options of these programs may be used in combination and are not mutually exclusive.

ORIENTATION CENTERS

All newly identified language minority students entering the NOPS for the first time must be directed to the nearest Orientation Center for testing, assessment, and placement at an appropriate ESL school site. Orientation Centers are located at: Bethune Elementary and Warren Easton Senior

ESL SCHOOL SITES:

Harte Charter	Einstein Charter	Mc Main Secondary High
Audubon Montessori Charter	Lusher Charter	Warren Easton Charter
Lake Forest Charter	Franklin Elementary	Edna Karr
Bethune Elementary	Hynes Charter	Mc Donogh 35

LEP pupils shall be provided instructional programs, which foster their success in math, Social studies and language arts. Non/Limited English Proficient Pupils will not be retained solely on the basis of lack of English proficiency and will not be placed in language-dependent courses until the pupil develops a degree of proficiency in the English language that will allow him/her to access the information presented and the materials used. (English Language Learner Program Handbook regarding specific instructions for placement, grading, and promotion of LEP pupils).*

The oral, writing, and reading portions of the IDEA Proficiency Tests, or the Language Assessment Scale (LAS), will be used to collect data needed to determine the level of English language proficiency for placement by developmental level. Tests are administered by a certified ESL teacher, or by trained orientation center personnel at designated centers.

Louisiana Student Residency Questionnaire Form

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

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

<p>Section A</p> <input type="checkbox"/> Rent/own my own home.	<p>Section C</p> Were you affected by a natural-disaster/fire? _____ <input type="checkbox"/> Yes _____ (Name disaster) <input type="checkbox"/> No
<p>Section B</p> <input type="checkbox"/> Temporarily with another family because we cannot afford or find affordable housing. <input type="checkbox"/> With an adult that is not a parent or legal guardian, or alone without an adult. <input type="checkbox"/> In a hotel/motel. <input type="checkbox"/> In a vehicle of any kind, trailer park or campground without running water/electricity, abandoned building or substandard housing. <input type="checkbox"/> In an emergency/transitional shelter. <input type="checkbox"/> Other /trailer/trailer park or campground with running water/electricity.	<p>For Homeless Liaison Use Only:</p> <input type="checkbox"/> Doubled-Up <input type="checkbox"/> Doubled-Up/ Unaccompanied Youth <input type="checkbox"/> Hotel/Motel <input type="checkbox"/> Unsheltered <input type="checkbox"/> Sheltered <input type="checkbox"/> Unknown

CONTINUE: Please complete the remainder of this form.

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

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

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

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

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

School Use Only

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

Print Homeless Liaison _____ Signature (required) _____ Date _____



TITLE X, PART C

MCKINNEY-VENTO CONFIDENTIAL REFERRAL FORM

Louisiana School District ORLEANS PARISH SCHOOL BOARD

Date _____ Not In School _____

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

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

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

Temporary Address _____ City _____ Zip _____

Referring Person _____ Position _____

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

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

Check all that apply:	
<input type="checkbox"/>	Doubled-Up
<input type="checkbox"/>	Doubled-Up/Unaccompanied Youth
<input type="checkbox"/>	Hotel/Motel
<input type="checkbox"/>	Unsheltered
<input type="checkbox"/>	Sheltered
<input type="checkbox"/>	Unknown

COMMENTS: _____

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

 School Personnel Signature

 Homeless Liaison's Signature

*LIAISON'S SIGNATURE INDICATES STUDENT(S) MEET TITLE X, PART C REQUIREMENTS

Original Sent to District Homeless Liaison

Copy Placed in Student's Cumulative Record

HIGH STAKES TESTING WAIVER

FOR

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS



Date _____

School Site Granting the Waiver: _____

The waiver is being requested for: Grade 4 Grade 8 *(Select One)*

Student's Name: _____ DOB _____

Social Security Number _____ Gender: Male Female

Ethnicity _____

I _____ confirm that the grade 4 student above has met the criteria necessary to receive the LEP waiver:

- Participated in statewide assessment during the spring administration

OR

I _____ confirm that the grade 8 student above has met the criteria necessary to receive the LEP waiver:

- Participated in statewide assessment during the spring administration; and
- Did not receive a wavier in grade 4 (Check the students cumulative folder for evidence of a grade 4 LEP waiver.)

Signatures:

School Building Level Committee Chair

Primary ESL Teacher

Principal

Please note: The Primary ESL Teacher must be included as a member of the SBLC for LEP students. In addition to this form, Appendix E must also be completed. Five (5) copies of these documents, appendices E & T, must be disseminated as follows: one set must be retained within the student's cumulative folder, one copy is to be retained with the SATeam Files, one copy is to be given to the social worker/counselor, one copy is to be given to the parent, and the final copy is to be hand-carried to the Office of Accountability/Assessment.