

Pupil Progression Plan

for

Caddo School System

for

2011-12

Submitted to Louisiana Department of Education

8/17/11

(Date Submitted)

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Parent Review Committee

District	(First Name, Last)	
1	Heather	Hampton
2	Tabatha	Taylor
3	Debora	Bale
4	Cara	Hamilton
5	Karen	Bell
6	Jada	Woods
7	Ammie	Washington
8	Janet	McLeod
9	Jon	Flair
10	Rene	Leone
11	Denise	Simmons
12	Theron	Jackson

Superintendent's Committee

Shelita Cannon Hoey
Patsy Latin
Deloris Lynch
Anetta Garner
Gay Greer
Sandy Raynard
Barbara Bellar
Penelope Sampson
David Bellar
Rick Carson

Lisa Johnson
Tina Walter
Felicha Morales
Beverly W. Cole
Krista Wilburn
Kim Pendelton
Walter Brown
Carl E. Gant
Debbie Kurkiewicz

SECTION I

FORMAL SUBMISSION STATEMENT

Formal Submission Statement

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

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN

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(Primary Signature)

(Date)

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

► 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.)

Students entering first grade without attending a full-day public or private kindergarten for a full academic year will be tested using criteria (a) through (g) below to determine placement. Screening instruments include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the End of the year reading benchmark assessment, and the kindergarten End of the year math test. Students who are seeking to enter first grade must meet the following criteria:

- a. Follow one-and two-step oral directions
- b. Predict, recall, and sequence story events
- c. Visually discriminate likenesses and differences in pictures, letters, and word forms
- d. Recognize all 26 uppercase and lowercase letters of the alphabet
- e. Know 21/21 consonant sounds
- f. Recognize 30/39 sight words (Dolch)
- g. Achieve the following math skills:

- count to 30 by ones
- count concrete and semi-concrete objects 1-30
- recognize numerals 1-30 in sequential and random order

- associate numerals with concrete objects 1-30
 - name and identify basic shapes using concrete models
 - recognize, create, and extend repeating patterns
 - recognize 2-dimensional geometric figures
 - solve addition equations up to a sum of 10
 - solve subtraction equations up to a difference of 10
 - recognized coins and their value (penny, nickel, dime, quarter)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
- a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)

The entrance age for kindergarten is 5 years old on or before September 30.

- b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

The Caddo Parish School System does not waive the early entrance age for 3 and 4-year-old children. However, preschool programs are provided for gifted or handicapped students who qualify.

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► 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.

Students who have not attended kindergarten will be initially placed in kindergarten and administered the locally developed tests aligned to the kindergarten grade level expectations within one week of enrollment. They must meet the same standards in language arts and mathematics as those students who attended kindergarten in order to be placed in first grade.

[See criteria listed above \(1-b\)](#)

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

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

In compliance with Act 146, kindergarten students are given the Developing Skills Checklist at the beginning of the school year. Results of this screening are used in placement and for planning instruction. The results of the screening are not used to exclude any student who meets the age requirements from entering regular kindergarten.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - 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.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
 - b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state

school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

- d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

► Describe the policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

For nonpublic and homeschooled students who do not participate in both spring and summer administrations and/or do not attend summer remediation, the LEAP placement test will be administered. The designated school administrator must request the assessment from the testing office. The school must arrange testing at a time that is convenient for both.

3. Credits earned by students in American schools in foreign countries shall be accepted at face value. (Bulletin 741 §707)

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

- Approved schools within the state (public/nonpublic)
 - A student transferring into Caddo Parish from a state approved school will be allowed credits for work successfully completed in the former school. This includes regular, as well as, exceptional students, identified Section 504 students, and limited English proficient students.
 - When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned will be required. In the absence of a transcript from an approved school, a placement test is required.
 - 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, Caddo Parish shall provide such child with a free and 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 educational agency conducts an evaluation pursuant to subsection (a) (1), if determined to be necessary and develops a new IEP, if appropriate, that is consistent with Federal and State law.
- Approved out-of-state schools (public/nonpublic)
 - A student transferring into Caddo Parish from a state approved out-of-state school will be allowed credits for work successfully completed in the former school. This includes regular, as well as, exceptional

students, identified Section 504 students, and limited English proficient students.

- When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned will be required. In the absence of a transcript from an approved school, a placement test is required.
- Home Study and Unapproved schools (public/nonpublic)
 - The Iowa Tests of Basic Skills will be administered for the appropriate age and grade level. Students must score at or above the 40th percentile on the Core Battery Total.
 - The student's progress will be monitored during the first reporting period. Adjustments in placement may be made by the School Building Level Screening Committee (SBLC).
 - Unapproved-public/nonpublic students may participate in the state testing program at their neighborhood school. Parents must make arrangements to test at the school at least 10 days prior to the test administration. The parent is responsible for providing testing accommodation information to the school administering the test. Unapproved-public/nonpublic student in grade 4th or 8th transferring to a Louisiana public school before the spring administration of LEAP for the 21st Century (LEAP) must take and pass the spring administration of the LEAP English Language Arts and Mathematics (ELA/Math) tests.

A 4th or 8th grade student who transfers to a Louisiana public school after the spring administration of LEAP but before the end of the school year must take and pass the summer administration of LEAP (ELA/Math) to be eligible for promotion to grade 5 or grade 9.

- a) A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the LEAP summer administration and before school starts must take and pass the English Language Arts and Mathematics portions of the placement test.
- b) A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the placement test.

- Provisions for LEAP/iLEAP Students
Homestudy/nonapproved nonpublic students who have tested LEAP or iLEAP at the appropriate age and grade level in a Caddo Parish Schools during the current testing cycle will not have to retest.
- Names of the entrance tests used to determine grade placement

The age appropriate and grade level Iowa Tests of Basic Skills will be administered for placement purposes upon enrollment. Students must score at or above the 40th percentile on the Core Battery Total. If a home study student has participated in the spring test administration in a Caddo Parish Public School in the spring of the current year and has met the placement criteria, that test will suffice for placement purposes. Placement exams are only given 1 time.

If a child has been in home study less than 2 months during the school year, the student placement is determined by the academic performance of the student in the last public school attended

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

The enrolling school and or school administrator shall request (in writing via e-mail or fax) and secure a proficiency test from the Testing Department. Students shall be administered either State or locally developed proficiency examinations in each subject for which credit is requested. Carnegie credit will be based upon the student passing the locally administered proficiency examination(s). A grade of P (Pass) or F (Fail) will be given. Proficiency exams are only given 1 time.

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

C. Transfer policies for students with disabilities

1. 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.
 - a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those

described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

- d. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

Procedures for Interim IEP's

1. IEP's from other state agencies are reviewed and accepted at face value until a local placement determination is made. Supporting documentation is reviewed by the Compliance Department to determine if it meets Louisiana Bulletin 1530 guidelines for an interim IEP.
2. If documentation supports interim placement then the information is sent to the Instruction Department for an IEP assignment.
3. Instructional Specialist schedules Interim IEP meeting and notifies Pupil Appraisal of this meeting.
4. Parent permission for an initial evaluation is obtained at Interim IEP meeting.
5. Pupil Appraisal conducts initial evaluation.
6. After the initial evaluation is completed and the student meets criteria for an exceptionality under Bulletin 1508, an initial IEP assignment is made to replace the interim IEP.
7. If the student does not meet any criteria for a special education exceptionality, the interim IEP is closed and the student is returned to regular education with no further special education supports.

D. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - a. Establish procedures to identify language minority students.

ADMINISTRATION OF THE CADDO PARISH ESL PROGRAM

The Caddo Parish English as a Second Language Program provides services to speakers of other languages throughout the parish. Schools throughout the district refer students as they

respond to the Home Language Survey with languages other than English to the ESL Program office for screening. Services are offered to the parents of students identified as limited English proficient. These services are provided through ESL Center schools at the elementary, middle, and high school levels. A bilingual office clerk and bilingual paraprofessionals serve the ESL program along with a supervisor, a coordinator, and certified ESL teachers. English is used as the only language of instruction.

Identification Procedures

	Procedure	Time Frame	Person Responsible
1.	New student arrives at school to enroll. Home Language Survey (located on the Student Enrollment form) is completed as part of the registration procedure.	Day of enrollment	School site-based student intake personnel
2.	If the Home language Survey reveals that student's primary language is not English, the student is referred to the Caddo Parish ESL office for language proficiency screening before enrollment can be completed.	Day of enrollment	School site-based student intake personnel
3.	The Idea Proficiency Test (IPT) is administered.	Upon visit to ESL Office	ESL Coordinator
4.	Results of proficiency screening will be shared with the parent and the Parent Notification form will be signed.	Upon visit to ESL Office	ESL Coordinator
5.	If a student scores NE (Non-English) Speaking, Reading, or Writing, or LE (Limited English) Speaking, Reading, or Writing, the parents will be informed of their right to place the student at one of the three ESL Center schools for direct services from a certified ESL teacher in accordance with the Pupil Progression Plan	Upon visit to ESL Office	ESL Coordinator
6.	Plan instructional placement. If the parent of a non-English or limited-English student chooses to refuse placement at one of the ESL Center schools, they will be informed of monitoring services that will be provided.	Upon visit to ESL Office	ESL Coordinator
7.	Assessment results are given to the receiving school (one of the Center schools or home district school).	No longer than 3 days after testing	ESL Coordinator
8.	A copy of the student's LEP Accommodation Page is given to the receiving school for signatures.	Upon student enrollment	ESL Coordinator and ESL teachers at the three ESL Center schools

b. Establish procedures to determine if language minority students are Limited English Proficient.

The IDEA Proficiency Test (IPT) or other approved assessment instrument will be used to obtain proficiency levels that will indicate initial placement of students.

Grade Level	Listening Speaking	Reading Writing
Pre-K	Pre-IPT	Early Literacy IPT
K-1	IPT Oral	IPT I
2-3	IPT Oral	IPTIII
4-6	IPT II Oral	IPT III

The English Language Development Assessment (ELDA) will be administered every Spring to determine growth. The ELDA will assess four domains: reading, writing, listening, and speaking.

Grade level assessments are:

- K-2
- 3-5
- 6-8
- 9-12

The proficiency levels are:

- Level 1-Beginning
- Level 2-Low Intermediate
- Level 3- Intermediate
- Level 4- High Intermediate
- Level 5- Proficient

- c. 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.

Placement Criteria

If a parent agrees, the English learner will be placed in a program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. The student must also have access to all additional services and programs available to other students. A student will be placed in an appropriate educational program based on the following criteria:

1. Age and maturity level
2. Educational background
3. Degree of literacy in the native language and English

Parents are notified of placement and services according to guidelines. Proficiency in English is not to be used as a criterion for placement in a particular grade since students are to be placed in the approximate grade level of their peers if current records are not available. In no case will a student be initially assigned to a classroom that is more than a two year age difference from that of his/her age peers.

Instructional Programs Available

English Language Learner Programs — All groups are comprised of a diverse population of language minority students.

A. Grades Pre-Kdg.-5 - Creswell Elementary School

Students are pulled-out of the regular classroom by certified ESL instructors for instruction aimed at developing English grammar, vocabulary and communication skills, not academic content. The amount of instructional time depends on the student's proficiency. The medium of instruction is English with little or no use of native language. A Bilingual para-professional works with students in the classroom. Teachers assist with understanding the content vocabulary.

B. Grades 6-8 - Ridgewood Middle School

Students are scheduled in two-hour blocks. One hour addresses specific language proficiency needs for beginners, intermediate and advanced learners of English and the second hour addresses specific reading skills for language learners. The ESL teacher uses a total English /Structured English Immersion program that teaches English skills in a progressively complex way. The students are mainstreamed into content classrooms with a bilingual para-professional who assists in the classrooms as needed.

C. Grades 9-12 - C. E. Byrd High School

Elective credit is offered for ESL I and II; and Reading I and Reading II. A "sheltered" English I class that uses instructional techniques and accommodations for LEP students fulfills the English I requirement for graduation. All classes are taught by a certified ESL teacher. In the sheltered classroom, the ESL teacher uses physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in English.

d. Establish procedures to monitor former Limited English Proficient students for two years.

Exiting Limited English Proficient (LEP) Status

To be considered English proficient and exit LEP status, a LEP student must score as follows on Louisiana's standardized English proficiency assessment:

1. For grades K-2:
 - a) two years at composite level 5 on the English Language Development Assessment (ELDA); or, in the same year;
 - b) one year at composite level 5 on ELDA; and one year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.
2. For grades 3-12:
 - a) composite level of 5 on ELDA; or, in the same year;
 - b) one year at composite level of 4 on ELDA; and one year at proficient (basic or above) on English language arts portion of the iLEAP, LEAP, GEE, English II End-of-Course, LAA1, or LAA2.
3. Students with disabilities who are unable to meet the above exit criteria after 4 years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP

status.

4. A LEP student's SBLC will be responsible for reviewing the student's classroom performance as well as ELDA scores before exiting that student from LEP status. The parent should be invited to the SBLC meeting and indicate that they have been informed of the action.

Transitional Monitoring

Students who have met state criteria and have exited LEP status must be monitored by the ESL Coordinator for two years to ensure continuing success without ESL support. If the student is not being successful, an SBLC meeting is held to determine if the student's lack of success is due to second language issues. If so, the student may be re-entered into the ESL program and returned to LEP status. If problems are not due to second language issues, the student may be referred for general education interventions.

An exited student from an ESL Center school may remain at that school for this transitional monitoring period with parental request and school principal input and/or approval. During this period, student grades and standardized test scores will be reviewed by the ESL Coordinator. Classroom teachers report on student progress to appropriate personnel (Principal, ESL Coordinator, ESL teacher, etc).

- e. 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)

E. Review of Placement

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

► 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 following procedures will be used to monitor the promotion and placement of students:

1. From quarterly computer reports in grades K-12, data will be derived which will give evidence of compliance or non-compliance with the Caddo Parish promotion and placement policies.
1. Periodic monitoring of all files containing information on student progress will be conducted on the parish and local school levels by the principal and staff members at least twice per school year.
2. School directors routinely monitor the school building level adherence to policy. An individual may request an individual review through the school director. Anonymous requests are handled through any administrative staff utilizing an anonymous complaint form associated with the local High Stakes Testing Policy IL-R.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.
 1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
 - a. 10,020 minutes for a six-period schedule;
 - b. 8,589 minutes for a seven-period schedule; and
 - c. 7,515 minutes for an eight-period or 4x4 block schedule.
 - d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

III. Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)
- B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67

F	66-0
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► Describe grading policies for grades/courses for which letter grades are not used.

Kindergarten: At the kindergarten level, students are not assigned grades. Reporting to parents indicates “Satisfactory, Needs Improvement, or Unsatisfactory.”

For students in grades 1 through 2 who have been identified as reading below grade level, the minimum time requirements in science, social studies, health, music, and arts and crafts may be adjusted.

► Describe grading scales and policies for honors, gifted, Advanced Placement, International Baccalaureate or any other type of course for which special grading policies exist.

Caddo Parish shall use the following grading system for students enrolled in all honors, gifted, advanced placement, International Baccalaureate courses will follow a 10 point scale.

Grading Scale for Specific Courses <small>(honors, gifted, advanced placement, IB)</small>	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

C. Grading Policy for End-of-Course (EOC) Tests

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student’s final grade for the course.
 - b. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
 - c. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

► Describe the LEA's grading policy for students taking courses with EOC tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the EOC test will count.

EOC tests will count as 25% of the students' final grade.

IV. Promotion K – 8

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.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. A student who is a first-time 4th or 8th grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).

7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for 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. (Bulletin 1566 §707 E)

The School Building Level Screening Committee (SBLC) shall review the records of each student in danger of retention and determine grade placement based on local requirements. Decisions regarding retention will be made by the School Building Level Screening Committee within the framework of the Caddo Parish School Board policy. The SBLC, which includes the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, has the responsibility for decision making relevant to promotion, retention, override and placement. The director of Child Welfare and Attendance must approve all recommendations involving state attendance guidelines. (The committee membership may be modified in order that a group of knowledgeable persons may address an individual student's work.)

The School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose **standing** members consist of at least the principal/designee, a classroom teacher, (including special education) and the referring teacher. If the principal is not the SBLC chairperson it is **strongly** recommended an Instructional Coordinator or Assistant Principal of Instruction facilitate the meeting. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following actions.

1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the RTI process.
3. Conduct additional interventions through the RTI process.
4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.

Parents must be provided a report or summary by the SBLC on the status of the student's response to scientifically research-based interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SBLC actions or decision, the parents must be provided a copy of their rights as a parent, which includes the right to request an evaluation. If it is the opinion of the SBLC that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation.

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

The district will override the state policy for a student scoring at the *Unsatisfactory* Achievement level in English language arts or mathematics if the student scores at the *Mastery or Advanced* achievement level in the other provided that a recommendation is made by the SBLC based on the following criteria:

- a. The student has participated in both the spring and summer administrations of LEAP and has attended the LEAP summer remediation program offered by the district. The student will participate in the summer retest only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration.
- b. The student must meet State attendance regulations during both the regular school year (160 days minimum) and the summer remediation.
- c. Parental consent is granted.

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

A student in Caddo Parish shall be retained in the 4th grade **only** once as a result of his/her failure to score at or above the “Basic/Approaching Basic” achievement level in English Language Arts and/or mathematics on LEAP.

Students who were retained in the 4th grade and who again fail to score at or above the “Basic/Approaching Basic” achievement level in English Language Arts and/or mathematics on the spring test administration of the LEAP may be promoted to grade 5 provided they:

- meet the Caddo Parish academic requirements for promotion to grade 5,
- meet the attendance requirements for the school year.
- attend summer remediation
- retest with the LEAP after summer remediation.

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

A student who will be 12 years old on or before September 30th of the next school year may be promoted to grade 6 with remediation upon the SBLC recommendation if the

student has completed the transition successfully and demonstrates mastery of 5th grade content.

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

All students eligible for an appeal shall be reviewed by the SBLC committee. The recommendation to the superintendent for the appeal will be based on a review of the student data.

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

The purpose of a fourth grade transitional program is to provide a class setting to students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade regular coursework. Students will be classified as 4th grade.

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

Summer school attendance requirement is 90% of the hours offered. (45 of 50 hours per content area)

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations and the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)
4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

Local WAIVER ATTACHED

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements.

The following procedures shall be used for promotion in Grades K-12:

- Schools shall notify parents at the end of the 2nd and 3rd reporting periods if their child is in danger of being retained.
- Progress reports for all students having a grade of “D” or lower will be sent to parents at the midpoint of each period. Progress reports will also be provided to parents for a student whose grade becomes a “D” or lower after the midpoint of the grading period.
- Parents shall meet with the School Building Level Screening Committee at the end of the school year concerning the retention of K-8 students.
- For students not meeting the high stakes testing requirements in grades 4 and 8, all final placement decisions will be made after summer LEAP results are received according to SBESE policy.
- No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other 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 teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy (R.S. 17:414.2).

The following criteria shall be used for promotion in Grades K-12:

A. Kindergarten

The School Building Level Screening Committee (SBLC) shall review the records of each student in danger of retention and determine grade placement based on local requirements.

In order to be promoted to first grade, kindergarten students must score 66% or above on locally developed tests aligned to grade level expectations that are correlated with the State Content Standards in the areas of language arts and mathematics. Students who have not attended kindergarten must meet the same standards in language arts and mathematics.

A kindergarten student who scored below 66% on the locally developed test in either language arts or mathematics may be recommended for promotion provided there is documentation to support the student's readiness for first grade. The recommendation shall be based on student report cards, student work, and teacher

recommendation. The School Building Level Screening Committee, including the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, must review all documentation and determine placement.

Students who have not attended kindergarten will be initially placed in kindergarten and administered the same locally developed tests within one week. They must meet the same standards in language arts and mathematics as those students who attended kindergarten in order to be placed in first grade.

B. Grades 1-5

The School Building Level Screening Committee shall review the records of each student in danger of retention and determine grade placement based on local requirements.

In order to be promoted from one grade level to the next, students must successfully pass two of the following subjects reading, mathematics, or language development (Grammar/Mechanics 40%, Process Writing 40%, and Spelling 20%) and either science or social studies.

The principal shall recommend to the School Building Level Committee (SBLC) for consideration for promotion a student who failed only one of the required courses. The recommendation for promotion will be based on attendance, test data, classroom performance, and staff recommendations. The SBLC, which includes the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, will be convened. Students must meet the following criteria in order for the SBLC to recommend promotion to the next grade level:

- Grades 1-3 and 5 - the student has:
 - met attendance requirements and,
 - has iLEAP-score at or above the 40th percentile on the most recent test administration or scored basic on the subtest in which the student has a failing grade on the Core total,
or for students entering after the April test administration (in the absence of a current iLEAP)
 - tested with an Iowa placement test and scored at or above the 40th percentile on the subtest in which the student has a failing grade.
- Grade 4 first time test takers - the student has:
 - met all high stakes testing requirements,
 - met attendance requirements,
or (in the absence of LEAP data)
 - Tested with an Iowa placement test and scored at or above the 40th percentile on either the subtest in which the student has a failing grade or the Core total.

Students with disabilities working towards a regular high school diploma shall follow all of the above promotion requirements.

B. Grades 6-8

The School Building Level Screening Committee shall review the records of each student in danger of retention and determine grade placement based on local requirements.

- A student must earn a total of 4 1/2 courses of study in a six-period day schedule, one of which must be reading* or mathematics, in order to be promoted to the next grade level.
- A student must earn a total of 5 1/2 courses of study in a seven-period day schedule, one of which must be reading* or mathematics, in order to be promoted to the next grade level.
- A student must earn a total of 6 1/2 courses of study in an eight-period day schedule, one of which must be reading* or mathematics, in order to be promoted to the next grade level.

*Students must pass English Language Arts, if reading is not offered in the school they attend.

The principal shall recommend to the School Building Level Committee (SBLC) for consideration for promotion a student who failed one of the required courses. The recommendation for promotion will be based on attendance, test data, classroom performance, and staff recommendations. The SBLC, which includes the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, will be convened. Students must meet the following criteria in order for the SBLC to recommend promotion to the next grade level:

- Grades 6-7 the student has
 - met attendance requirements and
 - has ILEAP score at or above the 40th percentile on the most recent test administration or scored basic on the subtest in which the student has a failing grade on the Core total,

or (in the absence of a current iLEAP)

- tested with an IOWA placement test and scored at or above the 40th percentile on the subtest in which the student has a failing grade or scored at or above basic level designated achievement level on iLEAP as determined by the state guidelines.
- Grade 8 the student has

- met all high stakes testing requirements,
- met attendance requirements. (continued next page)

or (in the absence of a LEAP test)

- retested with an IOWA placement test and scored at or above the 40th percentile on either the subtest in which the student has a failing grade or the core total or scored at or above basic level achievement level on iLEAP as determined by the state guidelines.

Students With Disabilities

Students with disabilities working towards a regular high school diploma shall follow all of the above promotion requirements.

LEAP

The promotion process for students with disabilities addressing LEAP is the same as regular education students, with accommodations provided according to the IEPs.

LAA1 and LAA2

Students with disabilities who participate in LAA1 or LAA2 will have promotion decisions determined by the SBLC. (Whenever possible age appropriate placement is desired)

A student who meets the LAA 2 participation criteria may test in all or in one or more content areas of LAA 2, based on the determination of the IEP team. The IEP team may decide that the student will participate in the LAA 2 assessment at the student's enrolled grade level in one or more content areas and participate in the regular statewide assessment for the student's enrolled grade (iLEAP/LEAP/GEE) for the remaining content areas.

Promotion with Remediation: Grades K-8

Promotion with remediation as determined by the SBLC on a case-by-case basis may be considered **where allowed by BESE policy** only under any one or more of the following circumstances:

- if the student has been in the grade for two years
- if the student is two years above his age group and has been enrolled one full year in each preceding elementary grade
- exceptions as allowed by LEAP accountability guidelines. (Exceptions for 4th and 8th Grade Students.)
- in rare and extreme cases, as allowed by law, the SBLC may recommend to the principal that a child with other extenuating conditions be promoted. If the promotion involves moving from one school to another, the directors, principals or their designees must communicate. Following this communication and review of the case, consultation will be held with the parents and a final recommendation will be made. In cases where agreement cannot be reached, the Chief Academic

Officer will review all data and make a recommendation to the Superintendent for final approval (continued next page).

Students promoted under this policy must be promoted with remediation and progress monitoring documented quarterly. This policy does not override the High Stakes Testing Policy.

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

The goal for the elementary foreign language program is to provide academically able elementary and middle school students opportunities to engage in and profit from foreign language learning experiences. Our aim is to develop an appreciation for the cultures of other countries. Students in grades 4 through 8 learn to communicate in a target language; therefore, becoming intrinsically motivated to continue their language study. It is during the early years that a child most readily acquires another language. Caddo Parish foreign language teachers strive to teach students to learn the target language in a meaningful and enjoyable manner.

Students in the elementary foreign language classes are taught by the communicative approach, which is a model for foreign language learning. It calls for learning a language and using it in real-life, contextualized situations. Students learn by understanding concepts rather than structure and grammar. Language acquisition happens in a natural progressive logical order as does first language learners.

○ Explain the local definition of the term “grade level” or “on grade level.” On grade level is defined as the ability to perform grade level skills (as identified by GLE mastery). In tested grades, “grade level” is defined as scoring at “basic” or above on LEAP or iLEAP content assessments.

○ List the model program sites.

Claiborne, Fairfield, Judson, Northside, North Highlands, Riverside, South Highlands, Summerfield and West Shreveport Elementary Schools; Donnie Bickham, Broadmoor, Caddo Middle Magnet, Herndon Magnet, Keithville, Ridgewood, Youree Drive, and Vivian, Walnut Hills, Middle Schools

If a student takes two years of the same language, taught by a certified secondary teacher and the student passes an assessment credit will be awarded.

○ 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.

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)
 - a. 10,620 minutes for a six-period schedule;
 - b. 9,103 minutes for a seven-period schedule; and
 - c. 7,965 minutes for eight-period or 4 x 4 block schedules.
 - d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
 - e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.
 - f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

- ▶ List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Grade classification in grades 9-12 is based on the number of years in High School and the number of Carnegie units earned.

9 th Grade-	1 year in High School and 0 – 4 ½ Credits
10 th Grade-	2 years in High School and 5 – 10 ½ Credits
11 th Grade -	3 years in High School and 11 – 16 ½ Credits
12 th Grade -	4 years in High School and 17 or more Credits

To participate in senior activities and the graduation ceremony, a student must receive a SEBESE exit document (high school diploma, GED, Certificate of Achievement, Skills Certificate, or Certificate of Coursework Activities Completion) or locally awarded Certificate of Merit. A student must be enrolled in a district-approved academic or work-study program for the full day during the fall and spring terms. A student may not schedule English IV before he/she has earned a minimum of 16 Carnegie units.

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

One-half unit of credit may be awarded by the district for one semester of work successfully completed in a one-unit course listed on the academic and career/technical education course offerings taken in proper sequence. Caddo Career & Technology Center courses are year-long courses; no partial credit will be offered.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:

- (a) An academic catch-up component to address all the areas of student deficiency,
 - (b) An adult mentoring component with an emphasis on workforce awareness and readiness,
 - (c) Work awareness and work readiness skills component, and
 - (d) A work-based learning component, such as job shadowing/job exploration/paid internships.
- b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)
- List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

Acceptable behavior for students will be in accordance with the JG Student Discipline Policy for Caddo schools.

- List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.
5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met. (Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
- a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.

- i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 - a. 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.
2. 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.
 - a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
3. 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.

VI. Retention Policy

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

Academics are the standard in Caddo Parish. A student may be retained until the mastery of Grade Level Expectations (GLE) content is demonstrated. If a student has been retained one time in grades 1-3 that student may not be retained a second time for failure to master academic criteria in that grade span.

- ▶ Describe any additional LEA policies that may determine student retention.

Retention of Students with Passing Grades

Any parent requesting that their child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the SBLC for consideration. The request will be reviewed by the appropriate member(s) of the SBLC for a recommendation to the Principal. This option is only available through the 2nd grade. It is not recommended that students with passing grades be retained under any circumstance.

- The recommendation will be forwarded to the School Director.
- Schools will notify parents of the decision by mail
- The decision of the SBLC shall be final.

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

The Response to Intervention (RTI) process is a three-tiered approach to providing services and interventions to struggling learners and/or students with challenging behaviors at increasing levels of intensity. Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. The process incorporates increasing intensities of instruction and/or intervention that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement, with fidelity, research-based curricula, instructional practices, and interventions designed to improve student achievement. RTI is designed for use when making decisions in both general and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

VII. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate 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.

Grades K-8

Horizontal (within current grade assignment) enrichment and acceleration are provided in the regular curriculum. Students identified through test data and teacher recommendation are offered current grade level enrichment (Discoveries, targeted enrichment).

For students who are eligible, special programs that provide vertical acceleration are available. A student may be recommended by the **principal** of the school for advancement to a higher grade than the natural grade level progression. The recommendation is based on grades, iLEAP/IOWA/LEAP scores, social development, and teacher recommendation(s). The School Building Level Screening Committee, including the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, will be convened. The SBLC will make the placement decision utilizing the following criteria along with any other relative data and information (See Section F Acceleration, #2 for acceleration criteria). Middle School Students may earn high school credit as allowed by Bulletin 741.

High School

Acceleration in the high school years is based on the number of credits earned. Credits may be earned through the options detailed below.

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

Elementary Acceleration:

A student may accelerate to the next grade level if the following criteria is met:

- scores at or above the 90th percentile or “Advanced” level in English language arts and Mathematics on the appropriate grade level of the iLEAP/LEAP; and
- passes a locally developed assessment in mathematics, English Language Arts, reading, science, and social studies demonstrating mastery of the grade level expectations (GLEs) at the appropriate grade level.

Middle School Acceleration:

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 intending to take a course for Carnegie credit must demonstrate mastery of the eighth grade grade-level expectations in that content area by passing an exam developed by the DOE before taking the high school course. In order to be prepared for the exam, students should successfully complete an accelerated seventh grade course in that content area that addresses both the seventh and eighth grade grade-level expectations.
- Middle school students may receive Carnegie credit for successfully completing the high school course provided that:
 - the time requirement for the awarding of Carnegie credit is met (§907);
 - the student has mastered the established high school course standards for the course taken;
 - the teacher is certified at the secondary level in the course taught, or the student has passed a credit examination in the subject taken.
 - Students who are repeating the eighth 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 eighth grade LEAP.

High School Acceleration:

Acceleration in the high school years is based on the number of credits earned (see Section B. Placement, # 1, D). However, there is opportunity for a student to pursue his area of interest through advanced courses in specific areas. (See Appendix D for minimum requirements for high school graduation.) Credits may be earned through the following options:

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a Proficiency Examination for eligible courses as outlined in the policies and standards listed in *Bulletin 741: Louisiana Handbook for School Administrators*. All proficiency tests are to be requested through the Office of Testing and Evaluation upon the recommendation and approval of the building principal.
or

Advanced Placement Program

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

High School Credit for College Courses (Dual Enrollment)

Students will be permitted to enroll in college courses for high school credit in accordance with policies and standards listed in Bulletin 741: Louisiana Handbook for School Administrators. (Applies to students attending college part-time)

Or (continued next page)

Early College Admission Policy

Prior to graduation from high school, students of high ability may be admitted to a college on a full-time basis provided that they meet the criteria stated in *Bulletin 741: Louisiana Handbook for School Administrators*.

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

A student may be recommended by the **principal** of the school for advancement to a higher grade other than the natural grade level progression. The recommendation is based on grades, iLEAP/IOWA/LEAP scores, social development, and teacher recommendation(s). The School Building Level Screening Committee, including the principal, parent(s)/guardian(s), teacher(s), and any other personnel relevant to the decision, will be convened. The SBLC will make the placement decision utilizing the following criteria along with any other relative data and information.

- scores at or above the 90th percentile or the “Advanced” level in English language arts and mathematics on the appropriate grade level of the iLEAP/LEAP; and
- passes a locally developed assessment in mathematics, English Language Arts, reading, science, and social studies demonstrating mastery of the grade level expectations (GLEs) at the appropriate grade level.

- ▶ Describe any policies governing services for gifted students.

Academically Gifted - Gateway

Students who are identified by professionally qualified persons as possessing abilities, which require differentiated educational experiences in order to develop to their fullest potential, may be referred for possible placement in the Caddo Parish Gifted and Talented Program, Gateway. This program provides:

- experiences that will expand a student's knowledge;
- opportunities to pursue higher level thinking processes;
- activities that improve independent study;
- experiences in creative, cognitive, and communicative endeavors; and
- opportunities to develop emotionally and socially.

The needs of gifted students, consistent with strengths and support needs included in the student's evaluation and IEP, will be addressed through implementation of a differentiated curriculum in the areas of language arts, social studies, science, and mathematics. The objective of the program is to develop the academic abilities of the gifted student in Preschool - Grade 12.

Various opportunities and options are provided in the curriculum to accommodate the individual needs of the student. In-depth study is encouraged; there is more intensive critical reading and writing, social studies, science, and/or mathematics; students are challenged to become active participants in their education.

The definition of gifted and talented, as well as criteria for eligibility, follows the Louisiana state mandates as outlined in *Bulletin 1706* and the *Pupil Appraisal Handbook*.

- ▶ List the LEA requirements for placement of middle school students in Carnegie credit courses.

A. Carnegie Credit for Middle School Students

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student's performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.

An elementary student shall be eligible to receive high school credit in accordance with policies and standards listed in *Bulletin 741: Louisiana Handbook for School Administrators Section 2321*. Admission in the class will be considered through the SBLC. The decision will be based on teacher recommendation, a review of student performance and the GLE based assessment. The assessment is not the only criteria.

B. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.
 - a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

► Describe the components and requirements of the local early graduation program.

- A senior will be given priority for placement in courses necessary for graduation before students seeking early graduation.
- Principal approval will be required for courses completed through distance learning and dual enrollment.
- Consideration for early graduation will be made after a student has attended a minimum of two years of high school
- Before early graduation will be considered, the student, parent, guardian and/or custodian along with a school counselor shall meet to discuss the student's progress and determine what is in the student's best interest.
- Prior to the beginning of the school year, completion of an **Early Graduation Plan of Study Form** will be required. The form will require signatures/initials from the student, the parent, guardian or custodian, the attending counselor and the principal or his designee.
 - Points to be included on the form
 - Student Name
 - Parent/Guardian/Custodian Name
 - Attending Counselor
 - School Name
 - High School Entry Date
 - A place for the parent and the student to initial the following:
 - Diploma Pathway
 - Core Four
 - Basic Core (Attach supporting documentation)
 - Career Diploma (Attach supporting documentation)
 - The student has attended high school for a minimum of two years
 - The students' progress and future education plans and options have been discussed
 - The student and parent understand eligibility for TOPS, four-year college admissions may be impacted by the decision to attempt to graduate early.
 - The 5-year Individual Graduation Plan (IGP) has be revised

- Parent must attest to: *I have read and initialed all the above statements and agree that early graduation is in the student's best interest. Furthermore, I have in no way been coerced or persuaded to enter into this agreement*

Student must attest to:

- *I have read and initialed all the above statements and agree that early graduation is in my best interest. Furthermore, I have in no way been coerced or persuaded to enter into this agreement*
- *I further attest that my parents have been notified of my decision and the consequences*
- School counselor and principal attest to:
 - I acknowledge that this student and his/her parent(s), guardian(s) or custodian(s) have been appropriately counseled about the implications of this decision.
- Students completing early graduation at mid-term will be allowed to participate in the summer graduation ceremony only.

C. Accelerated Student Achievement Pathway Program

1. The Accelerated Student Achievement Pathway (ASAP) Program is an intervention process of the College and Career Readiness (CCR) Office. This process is designed to allow students the opportunity to accelerate the attainment of Carnegie units required for high school graduation.

► If participating, describe the components and requirements of the local ASAP Program.

Caddo Parish is piloting the Accelerated Pathway Program for overage students. This computer based project is designed to catch students up with their peers. Through credit recovery and distance education, students may move through high school in less than four years.

VIII. Remediation

A. Legal Authorization

1. 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 BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

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

C. State Mandatory Requirements

1. 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 BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who 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.
 - i. 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.
 - ii. All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - iv. 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.

- e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

D. Local Program Development and Evaluation

1. 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.

► School Year Intervention/Remediation Program

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

Students receiving intervention/remediation in any area will be able to pass the LEAP.

- Describe the criteria used to determine which 4th and 8th grade students, including students participating in LAA 2, are eligible for school year intervention/remediation.

All students who scored *Approaching Basic* or *Unsatisfactory* on ELA and/or mathematics on their previous year's LEAP or *LEAP* tests are eligible for school year intervention/remediation. For students entering without LEAP OR *LEAP* tests data, grades and teacher recommendation determine eligibility.

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

No, the district does not require a minimum pupil/teacher ratio.

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

In grades 4 and 8, the minimum number of hours is twenty.

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

The school year intervention/remediation programs begin at various times during the school year.

- Describe the criteria used to select teachers and/or paraprofessionals who provide instruction in the school year intervention/remediation.

Teachers providing remediation are certified in elementary education or in the subject area for which the instruction is offered. Paraprofessionals working under the direct supervision of a certified teacher must meet qualifications as established by the SBESE.

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

Remediation is provided through elective courses, in-school sessions, and/or after-school sessions during the regular school year. Remediation instruction is based on student needs after examination of each LEAP student profile. Instruction and assessment include activities addressing GLEs, district-adopted materials, model science/social studies lessons, and activities developed by the district specifically for the remediation program. Methods and materials supplement and reinforce the methods and materials used in the regular program and other remedial programs.

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

Parents may refuse the remediation services by writing a letter with a signature denoting refusal to participate.

- Describe how science and social studies remediation is implemented.

Students scoring unsatisfactory on the science and social studies portion of the LEAP receive remediation through a variety of means, elective courses, in-school sessions, and/or after-school sessions during the regular school year. Remediation instruction is based on student needs after examination of each LEAP student profile. Instruction and assessment include activities addressing GLEs, district-adopted materials, model science/social studies lessons, and activities developed by the district specifically for the remediation program.

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

Federal, state, and local education funds and local in-kind services are utilized to implement school year remediation programs. When scores are released, district staff meets to plan and coordinate the best utilization of personnel and funds. Additional meetings are held throughout the school year to plan the most efficient use of available funds.

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

Evaluations of the school year remediation program are completed and submitted to the Louisiana Department of Education. The evaluation process includes an examination of the number of students attending school year remediation, the number of hours attended, the number of students achieving passing status and

higher achievement levels, and the effectiveness of curriculum materials and instructional strategies.

► Summer Remediation Program

- List the objectives for your summer remediation program.

LEAP Remediation 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.

The intent of remediation is to improve student achievement in the area(s) of deficiency as noted below:

- **Fifty percent** (50%) of the middle school students completing remediation shall demonstrate mastery by either scoring at or above the “Approaching Basic” level in the area(s) in which they were deficient on the retake of the 8th grade LEAP or making a scale score gain of at least 8 points in the area(s) of deficiency.
- **Fifty percent** (50%) of the elementary school students completing remediation shall demonstrate mastery by either scoring at or above the “Approaching Basic/Basic” combination in the area(s) in which they were deficient on the retake of the 4th grade LEAP or making a scale score gain of at least 8 points in the area(s) of deficiency.
- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Elementary school—students eligible for remediation will include those who scored “Unsatisfactory” or “Approaching Basic” on any of the four tests of the 4th Grade LEAP or scored at designated achievement level on iLEAP as determined by the state guidelines.

- These students will be provided opportunities to receive instruction in their deficient area(s) during school, after school, and/or on Saturday.
- At least 50 hours per content area for summer remediation will be offered for eligible students.

Middle school—students eligible for remediation will include those who scored “Unsatisfactory” or “Approaching Basic” on any of the four tests of the 8th Grade LEAP or scored at designated achievement level on iLEAP as determined by the state guidelines.

- These students will be offered opportunities to receive instruction in their area(s) of deficiency during school, after school, and/or on Saturday.

- At least 50 hours per content area for summer remediation will be offered for eligible students.
- 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?

For instructional purposes, the remediation teacher shall work with small groups.

- The number of students per group shall not exceed twenty (20) during the school year unless approved by the Chief Academic Officer.
- The number of students per group shall not exceed twenty (20) during summer school.
- 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.

LEAP Remediation instructional times shall include at least 50 hours of instruction in each content area. Middle and elementary school - Total instruction time will be at least 50 hours per content area.

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

Persons selected to work in the program shall possess appropriate teaching certification in the areas in which remediation is provided. Paraprofessionals selected to work in the program shall meet state and system employment criteria. They will work under the direction of a certified teacher or school administrator to implement the prescribed remediation program. Persons selected to work as tutors shall meet SBESE requirements.

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

Teachers will analyze each student's Individual Profile Sheet in order to best meet the needs of each student. Teachers will employ a variety of instructional strategies in order to address the individual remediation needs. The materials used in remedial instruction will correlate to the state standards and benchmarks for each content area. The materials will be aligned to the "old" GEE, GEE, LEAP, and iLEAP. The materials will be appropriate to address the needs of the individual students. All instructional materials used in LEAP Remediation shall be reviewed and approved by the content supervisor(s) prior to materials being distributed and used by the students.

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

Notification of eligibility for remediation is provided to students and parents in written form. Parents and students not electing to participate in remediation will sign and return a *Letter of Acceptance or Refusal* (See Appendix F).

Documentation will be kept in the student's cumulative record file.

A copy of the documentation will be kept in central office files.

A log and/or attendance roster shall be maintained and documented by the remediation site/teacher of each participant

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

The state-funded remediation program shall be appropriately coordinated with other funds received by Caddo Parish School Board. The use of state remedial education funds shall not result in a decrease in the use for educationally deprived children of state, local, or federal funds, which, in the absence of funds under the remedial education program, have been available for the education of such students

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

The program objectives will be achieved as determined by the following criteria:

- 50% of the eligible students who completed remediation demonstrated mastery in the area(s) in which they were deficient as evidenced by the test results on the retake of the 8th grade LEAP by scoring at or above the "Approaching Basic/Basic" combination or making a scale score gain of at least 8 points in the deficient area(s).
- 50% of the eligible students who completed remediation demonstrated mastery in the area(s) in which they were deficient as evidenced by the test results on the retake of the 4th grade LEAP by scoring at or above the "Approaching Basic/Basic" combination or making a scale score gain of at least 8 points in the deficient area(s).

► GEE, LAA 2, and EOC Remediation

A. Program Objectives

- **Fifty percent** (50%) of the high school students completing remediation shall demonstrate mastery by either scoring at the passing level in the area(s) in which they were deficient on the retake of the GEE/LAA2/EOC or making a scale score gain of at least 8 points in the area(s) of deficiency.
- **Fifty percent** (50%) of the high school students completing remediation shall demonstrate mastery by either scoring at or above the "Approaching Basic" level in the

area(s) in which they were deficient on the retake of the GEE/LAA2/EOC or making a scale score gain of at least 8 points in the area(s) of deficiency.

B. Program Description

1. Student selection criteria

High school—students eligible for remediation will include those who failed any of the five components of the Graduation Exit Examination (“old” GEE) or scored “Unsatisfactory” on any of the four tests (EOC 6 tests) of the GEE/LAA2/EOC.

- GEE/LAA2/EOC students shall be provided of remedial instruction in their high schools during the school year.
- Students who failed the “old” GEE will be provided remedial materials upon request and may be provided opportunities to attend remediation classes at their home high school to receive instruction in their area(s) of deficiency.
- At least 40 hours per content area for summer remediation will be offered for eligible students.

2. Pupil/Teacher ratio

The number of students per group shall not exceed thirty (30).

3. Instructional time

High school - Total instructional time will be at least 40 hours per content area.

4. Selection criteria for teachers and/or paraprofessionals

Persons selected to work in the program shall possess appropriate teaching certification in the areas in which remediation is provided. Paraprofessionals selected to work in the program shall meet state and system employment criteria. They will work under the direction of a certified teacher or school administrator to implement the prescribed remediation program. Persons selected to work as tutors shall meet SBESE requirements.

5. Materials and methodology to be used

Teachers will analyze each student’s Individual Profile Sheet in order to best meet the needs of each student. Teachers will employ a variety of instructional strategies in order to address the individual remediation needs. The materials used in remedial instruction will correlate to the state standards and benchmarks for each content area. The materials will be aligned to the state standards. The materials will be appropriate to address the needs of the individual students. All instructional materials used in Remediation shall be reviewed and approved by the content supervisor(s) prior to materials being distributed and used by the students.

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

Remediation programs may include

- during school,
- after school,
- Saturday classes,
- other options appropriate to the students' needs,
- summer remediation.

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

Notification of eligibility for remediation is provided to students and parents in written form. Parents and students not electing to participate in remediation will sign and return a *Letter of Acceptance or Refusal*.

Documentation will be kept in the student's cumulative record file.

A copy of the documentation will be kept in central office files.

A log and/or attendance roster shall be maintained and documented by the remediation site/teacher of each participant

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

The state-funded remediation program shall be appropriately coordinated with other funds received by Caddo Parish School Board. The use of state remedial education funds shall not result in a decrease in the use for educationally deprived children of state, local, or federal funds, which, in the absence of funds under the remedial education program, have been available for the education of such students

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

- 50% of the eligible students who completed remediation demonstrated mastery in the area(s) in which they were deficient as evidenced by the test results on the retake of the GEE/LAA2/EOC by scoring at the passing level or making a scale score gain of at least 8 points in the deficient area(s).
- 50% of the eligible students who completed remediation demonstrated mastery in the area(s) in which they were deficient as evidenced by the test results on the retake of the GEE/LAA2/EOC by scoring at or above the "Approaching Basic" level or making a scale score gain of at least 8 points on the deficient area(s) .

IX. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

L. Alternative Schools/Programs/Settings

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.
Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs

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

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

M. Review of Placement

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

N. Policies on Records and Reports

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

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

O. Policies on Due Process

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

P. Legislative Guidelines

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

- ▶ List the written policies for all alternatives to regular placements.

Guidelines Skills Certificates

- must be at least 17 years of age or, if entering the program from 8th grade or under, must have been in the Skills Certificate program for at least 2 years;
- must have successfully completed at least the equivalent of two (2) Carnegie units per year of instruction in a chosen skill area;
- must have met all criteria for specific skills courses (i.e., high school coursework, technical college coursework, locally identified work-based skills);
- must have successfully completed a work ethics curriculum either as a locally developed stand-alone course or through integration in a skills course;
- participate in the academic, skills, and counseling components of the program; and
- take the 9th grade iLEAP Tests of Educational Development each year.

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

School Away from School

The Hamilton Terrace School and Academic Recovery and Career Discovery Center are an attempt to meet the unique needs of middle and secondary students who have varied and unusual needs and sincerely desire to continue/complete their education. Students served include the potential dropout, the dropout who wants one more chance, pregnant girls, young mothers, and the student, who for any reason, needs to be out of the regular school environment for a period of time. Alternative schools help students make the necessary adjustments in the home, in the school, on the job, and in the community to become productive citizens. Alternative schools also aid them in returning to their regular school or in graduating.

Students at the secondary level must attend a 360-minute school day and meet all academic and attendance requirements for graduation. Students at the middle school level follow their regular schedule of courses as assigned at their home schools.

P.M. School

The P.M. School provides opportunities for adults, dropouts, and potential dropouts (16 years old and older) to obtain a regular high school diploma. Course requirements for high school graduation are followed. Services include guidance, attendance supervision, health services, placement, library facilities, computer assisted instruction and science facilities.

Caddo Learning Center (CLC) and Hosston Learning Center

The specific purpose of the CLC is to provide academic remediation, pre-career exploration, and behavioral supports for young men and women, ages 14 and 15 and/or over-aged for their grade, who have been unsuccessful with traditional educational opportunities and are at-risk of dropping out of school. The CLC will serve regular and special education students. The curriculum will include academic offerings, skills concentration areas, and an extensive guidance and counseling component. The program is based upon performance assessment. Students are required to complete course objectives successfully rather than spend a certain amount of time in each specific course. When it has been determined that a student is proficient in a particular course, either the Louisiana state-developed or a locally developed grade-level proficiency examination will be administered to the student. If successful on the assessment, the student will be awarded the appropriate class/Carnegie unit of credit. Elective credits may be earned by some students through proficiency examinations. Students will progress from one grade level to the next when all four core content area GLEs are successfully mastered as demonstrated through proficiency testing. Students may not accelerate more than two grade levels in one academic school year. Any student who is working on grade level for the entire school year will promote as outlined in the Caddo Parish School Board Pupil Progression Plan Section II and III, B. Placement.

Shreveport Job Corps Opportunity Center

The Shreveport Job Corps Opportunity Center is an alternative school for low-income youth, ages 16-22, who lack the skills to find a job. The Center provides academic, vocational and life skills training, as well as opportunities to earn a GED, regular high school diploma and/or a skills certificate. An intensive guidance and counseling program that addresses both personal and career counseling constitutes a major component of the program for all students. The Center serves residential and nonresidential students.

In order to qualify for enrollment, students must meet the following eligibility requirements as specified by the Louisiana Department of Labor:

- be at least 16, but not yet 22 years of age;
- have a signed consent form for automatic Selective Service registration (male applicants);
- be a United States citizen, a United States National, a lawfully admitted permanent resident, alien, refugee, parolee, or other alien who has been authorized by the Attorney General to work in the United States;
- be a low income individual; and
- be an individual who is one or more of the following: a school dropout; an individual who requires additional education, vocational training, or intensive career counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment; deficient in basic skills; homeless; runaway; foster child; or a parent.

Alexander Learning Center

The Alexander Learning Center is designed to provide academic remediation and behavioral support for young students, between the ages of 8 and 13, who have been unsuccessful in the traditional classroom and may be at-risk of dropping out of school. These students may have been retained several years, not successful on the LEAP, or are academically at-risk. The program will serve both regular and special education students. The curriculum will provide academic offerings, pro-social skills component, enrichment activities, and extensive guidance and counseling. The program is based upon performance assessment. Each student will be required to complete course competencies successfully rather than a certain amount of time in each specific course. Students will be required to take and successfully pass locally designed grade level proficiency exams in order to be awarded credit. Students will progress from one grade level to the next when all four core content area GLEs are successfully mastered as demonstrated through proficiency testing. Students may not accelerate more than two grade levels in one academic school year. Any student who is working on grade level for the entire school year will promote as outlined in the Caddo Parish School.

- ▶ Describe the LEA's procedures for placement in adult education programs.

Adult Education - What Is Offered

The Adult Education program provides instruction to adults who are 16 years of age and older, not enrolled in the K-12 system, and have less than a high school education. The purposes of adult education programs are to assist adults to:

1. become literate;
2. obtain knowledge and skills for employment and self-sufficiency;
3. obtain the educational skills necessary to become full partners in their children's educational development; or
4. complete their secondary school education.

Where It's Offered

A full-time learning center is located on the campus of Louisiana Technical College at 2010 N. Market St. Additional full-time centers are at Summer Grove Baptist Church (formerly South Park Mall) and the Vivian Armory (Vivian, Louisiana). There are a variety of part-time programs strategically located throughout the parish, plus the possibility of participating via distance learning. Night classes are offered at Louisiana Technical College and at Summer Grove. English as a Second Language (ESL) class meets twice weekly at Creswell Elementary School.

Enrollment Criteria

1. Students must be 17 years of age or older and not be enrolled in the K-12 system.
2. The parent, tutor, or other person responsible for the school attendance of a child who is enrolled in school beyond his sixteenth birthday may request a waiver from the local superintendent for the child to exit school to enroll and attend an adult education program approved by BESE. The request for exiting school shall begin at the school level through the school principal and in consultation with the school counselor.

The waiver for a sixteen year old student may be requested from Caddo Parish School Board's Attendance Department, which serves as the superintendent's designee. Documentation of one or more of the following hardships must be on file at the local school board office for a waiver to be approved:

1. pregnant or actively parenting;
2. incarcerated or adjudicated;
3. institutionalized or living in a residential facility;
4. chronic physical or mental illness;
5. family and/or economic hardships.

If a waiver is approved, the student must report to the adult education program within 5 days. Sixteen-year-old students, whom parents/guardians allow to exit school in

accordance with Act 59, an amendment to the Compulsory School Attendance Law, will be entered as dropouts. Compulsory Attendance for 16-year-old students shall be a minimum of 15 hours weekly in the adult education program. Caddo Parish Adult Education provides a 16-year-old center located at the Parent/Alumni Center on the campus of Booker T Washington High School.

How to Enroll

If a student meets the enrollment criteria, the next step is to take the entrance test. The entrance test is administered every Monday morning in Room 121, Building E at Louisiana Technical College. Picture identification is required for all adult education testing. This test is the TABE (Test of Adult Basic Education), which provides grade level assessment as well as mastery levels for reading, math, and language and is used by the teachers for individualized planning with each student. If a student scores on the 11th or 12th grade level on the TABE, a letter is sent inviting the student to take the GED Practice Test, which is given in the testing room every Wednesday from 8:00 a.m.-12:00 p.m. The GED Practice Test is the official qualifier test for the GED for anyone between the ages of 16-19. If the student does not score high enough for the practice test, a letter is sent advising the student to report to an adult education program the following Monday morning or Monday afternoon. If the student misses that appointment, the student may enroll any Monday thereafter. At the time of the entrance test, examinees are asked to indicate the class location which would be the most convenient for them to attend.

Since students work at their own pace, the length of time for attending classes varies. There is no minimum or maximum length of time, and new students are enrolled each week.

Requirements for Taking the GED

Age

1. A student must be 17 years of age or older.
2. A married or emancipated individual at age 16 years or above.
3. A student who is 16 and qualified to take GED may request an age waiver, if they meet the hardship criteria.
4. Individuals 15 years of age and below shall not be permitted to take the GED under any circumstances.

Qualifying Requirements

1. Individuals 19 years and above do not have to qualify for the GED by taking the Official Half-Length GED Practice Test.
2. Individuals between 17-18 years of age and 16 with an approved age waiver may qualify by taking the Official Half-Length GED Practice Test and scoring a minimum of 410 on each part, with an average of 450.
3. Qualifying scores on the Practice Test must be certified by state-approved adult education sites of instruction.
4. The GED Test may not be administered to anyone enrolled in an accredited high school, unless they are enrolled in the Options Program.

5. The GED may not be administered to anyone who has graduated from an accredited high school.

Retesting

1. A student may not be retested before 30 days have elapsed since the student has tested.
2. A student must receive instruction in the areas of deficiency until the instructor certifies that he is proficient in the failed section(s).

Fees

1. The cost for a person to test for the first time is \$50.00. This amount is set by the state department and approved by BESE.
2. Cost for retesting, whether it is for 1 test or for all 5 tests, is \$30.

The GED Test is administered twice each month and more often as needed

B. Connections Process

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age by September 30th (beginning in 2011) and 2 or more grade levels behind are eligible to enter the process. Current Pre-GED/Options students will move into an appropriate exiting pathway pending committee review.

- ▶ Describe the local process for placing students in the Connections Process.

Students meeting the criteria for the Connections Program and their parents must meet with the middle school counselor to discuss the students placement options.

- ▶ Describe the components and requirements of the local Connections Process.

X. Other Policies and Procedures

A. Policies on Records and Reports

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

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

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

Caddo Parish School System shall maintain permanent records of each student's placement, grades K-12. Each record shall be maintained as part of the student's cumulative file.

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

- Enrollment forms
- Attendance records
- Course grades
- Health records
- Scores on Louisiana Educational Assessment Program tests
- Scores on local testing programs and screening instruments necessary to document the Local criteria for promotion
- Information (or reasons) for student placement
- Copy of the parent's written consent form for either the placement of the student in, or the removal of the student from, alternative to regular placement.
- Information on the outcome of student participation in remedial and alternative programs
- 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
- Written documentation to the parent/guardian of the decision to retain a student and of the system's due process procedure relating to placement procedures, as defined in the system's *Pupil Progression Plan*
- Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA '97) Part B, LEA application
- Individual Education Program
- Multidisciplinary evaluations
- Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973
- Special honors and extra-curricular activities
- Parent-teacher conferences

- Student Data Transmittal Form
- Graduation Plans – IGP's (Act 1124 Career Options Law)
- Act 1120 screening results
- Copy of educational interventions and their results

B. 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.

► 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

Due Process involving placement may be initiated by an individual student, parent/guardian, or any school personnel. A student, and/or parent/guardian, should first contact the teacher to request a conference. Decisions rendered at said conference may be appealed by the student, parent/guardian, or teacher to the school principal, who may convene a School Building Level Committee to review the placement. Upon the request of any of the concerned parties, a parish committee appointed by the superintendent may be consulted for a final decision.

b. Student with disabilities

Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Application and *Louisiana Bulletin 1706*.

c. Section 504 students

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

Written documentation to the parent/guardian of the decision to retain a student and of the system's due process procedure relating to placement procedures, as defined elsewhere in this *Pupil Progression Plan*, will be maintained in records.

Due process procedures that are consistent with Caddo Parish Policy JFH will be utilized to provide an orderly procedure for resolution of all disputes.

Due process procedures that are consistent with Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Act (IDEA '97), and *Louisiana Bulletin 1706* shall be followed in addition to Caddo Parish Policy JFH.

Due process procedures that are consistent with Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Act (IDEA '97), the *Louisiana Bulletin 1706* shall be followed in addition to Caddo Parish Policy JFH.

C. Legislative Guidelines

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

D. Other Policies and Procedures

Each LEA shall have policies and procedures that address, but are not limited to, the following (Bulletin 741 §337):

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;
2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;
3. the operation of special departments and special programs in each school;
4. the admittance of students to and the dismissal of students from special educational programs;
5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);
6. the control of communicable problems, such as lice and scabies (refer to §1131);
7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;
8. the administration of medication in schools (refer to §1129);
9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);
10. the disciplining of students with disabilities (refer to §131.);

11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;
12. the use of school buildings outside of regular school hours;
13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);
15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
 - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
 - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);

24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;
25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and
26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)

► Include policies related to these requirements in this document, as appropriate.

Science Education Act

Louisiana Education Guidelines for Teaching Science (Act 473 of 2008)

Science education is an active discipline that involves questioning, reasoning, experimenting, analyzing and interpreting data, and solving problems. The science classroom needs to be designed to encourage these types of activities. As stated in the Louisiana Science Education Act (Act 473), “support and guidance for teachers regarding effective ways to help students understand, analyze, critique and objectively review scientific theories being studied including, but not limited to, evolution, the origins of life, global warming, and human cloning” will be provided by the Caddo Parish School Board. The following guidelines have been suggested to help teachers select activities that allow students to think critically about scientific theories.

1. Science teachers will utilize the Grade Level Expectations and activities outlined in the Louisiana Comprehensive Curriculum and use materials presented in the textbook supplied by the school system.
2. Supplemental materials may be used to assist students in reviewing, analyzing, and critiquing scientific theories in an objective manner. These materials must be scientific in nature and must support learning that involves critical thinking and logical explanations based on empirical evidence.
3. Supplemental instructional materials and classroom activities must not promote any religious doctrine or promote discrimination for or against religion or non-religion.
4. Supplemental instructional materials and classroom activities must be those not otherwise prohibited by the Louisiana Board of Elementary and Secondary Education.

Reference: Louisiana Act 473 of 2008

Adopted: 6/15/2010

APPENDIX A

This section should include the following:

Definition of Terms

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

State Terms

1. **Acceleration** - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.
2. **Alternate Assessment** - The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.
3. **Alternative to Regular Placement** – placement of students in program required to address the State Content Standards.
4. **Content Standards** – statements of what we expect students to know and to be able to do in various content areas.
5. **LEAP Summer Remediation Program** - The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP summer retest in English language arts, or mathematics.
6. **Louisiana Educational Assessment Program (LEAP)** – The states testing program that includes the grades 3,5, 6, 7 and 9 Louisiana Norm/criterion-referenced testing program; the grades 4 and 8 criterion-referenced testing program including English language arts, mathematics, social studies and science and the Graduate Exit Examination (English language arts, mathematics, social studies and science).
7. **Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
8. **Pupil Progression Plan** - "The comprehensive plan developed and adopted by each parish or city school which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with Louisiana competency-based education program and which supplement 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."

9. **Regular Placement** - The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.
10. **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 Education Assessment Program and other local criteria.
11. **Remediation** - See Remedial Programs.
12. **Retention** – Non-promotion of a pupil from a lower to a higher grade.
13. **Definition of Tardy** - Tardy shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day. (*Bulletin 741 – August 2010*)
14. **Grade Level Expectations** - Statements of what students are expected to know and be able to do in various content areas.
15. **Home study** any student with a state approved home schooling program who has participated more than 2 months.
16. **Horizontal enrichment** – enrichment within a given grade level (Discoveries, Gateway, art, music)
17. **Vertical enrichment** - advancement to a higher grade than the natural grade level progression.

Appendix B
Foreign Language Waiver

APPENDIX C
Graduation Requirements
LA 4
Basic Core
Career Diploma
Academic Endorsements
Career and Technical Endorsements

LA Core 4 Curriculum

(Incoming Freshmen in 2008-2009 and beyond)

English - 4 Units

- English I, II, III, IV

Math - 4 Units

- Algebra I or Algebra I-Pt. 2
- Geometry
- Algebra II
- Remaining unit from the following: Financial Math, Math Essentials, Advanced Math/Precalculus, Advanced Math-Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a local math elective approved by BESE

Science - 4 Units

- Biology
- Chemistry
- 2 units of the following: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a local science elective approved by BESE*

Social Studies - 4 Units

- 1/2 unit of Civics or AP American Government
- 1/2 unit of Free Enterprise
- American History
- 1 unit from the following: World History, World Geography, Western Civilization, or AP European History
- 1 unit from the following: World History, World Geography, Western Civilization, AP European History, Civics (second semester - 1/2 credit), Law Studies, Psychology, Sociology, or African-American Studies*

Health - 1/2 Unit

- JROTC I and II may be used to meet the Health Education requirement provided the requirements in Section 2347 of Bulletin 741 are met.

Physical Education - 1 1/2 Units

- Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation
- NOTE: The substitution of JROTC is permissible

Foreign Language - 2 Units

- 2 units from the same foreign language or 2 units of speech

Arts - 1 Unit

- 1 unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts*

Electives - 3 Units

Total - 24 Units

*Approved IBC-related course may be substituted for the 4th science or social studies or for the art course if the course is in the student's career area of concentration.

Basic Core Curriculum

(Incoming Freshmen 2008-2009 and beyond)

English - 4 Units

- English I, II, III, IV or Senior Applications in English

Math - 4 Units

- Algebra I, Applied Algebra I or Algebra I-Pt. 1 and Algebra I-Pt. 2
- Geometry or Applied Geometry
- Remaining unit from the following: Algebra II, Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a local math elective approved by BESE

Science - 3 Units

- Biology
- 1 unit from the following Physical Science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I
- 1 unit from the following: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the physical science cluster, or a local science elective approved by BESE
 - Students may not take both Integrated Science and Physical Science
 - Agriscience I is a prerequisite for Agriscience II and is an elective course

Social Studies - 3 Units

- American History, 1/2 unit of Civics or AP American Government, 1/2 unit of Free Enterprise; and one of the following: World History, World Geography, Western Civilization, or AP European History

Health - 1/2 Unit

- JROTC I and II may be used to meet the Health Education requirement provided the requirements in Section 2347 of Bulletin 741 are met.

Physical Education - 1 1/2 Units

- Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation
- NOTE: The substitution of JROTC is permissible

Education for Careers or Journey to Careers* - 1 Unit

Electives - 7 Units

Shall include the minimum courses required to complete a Career Area of Concentration*

Total - 24 Units

*Take effect for incoming freshmen in 2010-2011 and beyond

Career Diploma

English - 4 Units

- English I, English II
- The remaining unit shall come from the following:
 - Technical Reading and Writing
 - Business English
 - Business Communications
 - Using Research in Careers (1/2 credit)
 - American Literature (1/2 credit)
 - Film in America (1/2 credit)
 - English III
 - English IV
 - Senior Applications in English
 - A course developed by the LEA and approved by BESE

Math - 4 Units

One of the following:

- Algebra 1 (1 unit) or
- Algebra 1-Part 1 and Algebra I-Part 2 (2 units) or
- Applied Algebra (1 unit)
- The remaining units come from the following: Geometry or Applied Geometry, Technical Math, Medical Math, Applications in Statistics and Probability, Financial Math, Math Essentials, Algebra II, Advanced Math-Pre-Calculus, Discrete Mathematics, or local course(s) approved by BESE

Science - 3 Units

- Biology
- 1 unit from the following Physical Science cluster: Physical Science, Integrated Science, Chemistry I, ChemCom, Physics I, or Physics of Technology I
- The remaining unit shall come from the following: Food Science, Forensic Science, Allied Health Science, Basic Body Structure and Function, Basic Physics with Applications, Aerospace Science, Earth Science, Agriscience II, Physics of Technology II, Environmental Science, Anatomy and Physiology, Animal Science, Biotechnology in Agriculture, Environmental Studies in Agriculture, Health Science II, EMT-Basic, an additional course from the Physical Science cluster, or local course(s) approved by BESE

Social Studies - 3 Units

- American History
- Civics (1/2 Unit)
- Free Enterprise (1/2 Unit)
- 1 unit from the following: Child Psychology and Parenthood Education, Law Studies, Psychology, Sociology, World History, World Geography, Western Civilization, Economics, American Government, African American Studies, or local course(s) approved by BESE

Health - 1/2 Unit

- JROTC I and II may be used to meet the Health Education requirement provided the requirements in Section 2347 of Bulletin 741 are met.

Physical Education - 1 1/2 Units

- JROTC may be substituted.

Career and Technical Education - 7 Units

- Education for Careers or Journey to Careers
- 6 credits required for a career Area of Concentration

Total - 23 Units

Academic Endorsement

TOPS Opportunity

- 4 Units of English
- 3 Units of Math
- 3 Units of Science
- 3 Units of Social Studies
- 1 additional unit of Math or Science
- 1/2 Unit of Health
- 1 1/2 Units of PE
- 1 Unit of Fine Arts
- 2 Units of Foreign Language
- 1/2 Unit of Computer-Related Course
- 3 1/2 Optional Electives

LA Core 4 + (2011-2012)

- 4 Units of English
- 4 Units of Math (Algebra I, Geometry, Algebra II, and one of: Advanced Math I or II, Calculus, Pre-Calculus, Probability & Statistics, or Discrete Math)
- 4 Units of Science (Biology, Chemistry, one Advanced Science, and one other Science)
- 4 Units of Social Studies
- 1/2 Unit of Health
- 1 1/2 Units of PE
- 1 Unit of Art
- 2 Units of Foreign Language
- 3 Units of Electives

High School Area of Concentration

Students satisfy this requirement by completing the Core Courses listed above.

GEE

Pass all four components with a score of Basic or above OR one of the following combinations with the ELA score at Basic or above:

- Approaching Basic, 1 Mastery or Advanced, Basic or above in the remaining two
- Approaching Basic, 2 Mastery or above

GPA/ACT

TOPS Opportunity GPA (2.5); ACT of 23

Other Performance Indicators

- 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 IB course with a score of 4 or higher on the exam **OR**
- 3 college hours of non-remedial credit in core area (Mathematics, Social Studies, Science, Foreign Language, or ELA)

Career/Technical Endorsement

TOPS Opportunity

- 4 Units of English
- 3 Units of Math
- 3 Units of Science
- 3 Units of Social Studies
- 1 additional unit of Math or Science
- 1/2 Unit of Health
- 1 1/2 Units of PE
- 1 Unit of Fine Arts
- 2 Units of Foreign Language
- 1 Unit of Computer-Related Course
- 4 Optional Electives

TOPS Tech

- 4 Units of English
- 3 Units of Math
- 3 Units of Science
- 3 Units of Social Studies
- 1/2 Unit of Health
- 1 1/2 Units of PE
- Other Required Credits: Option 1 (4 Credits) OR Option 2 (6 credits)

LA Core 4 (2011-2012)

- 4 Units of English
- 4 Units of Math
- 4 Units of Science
- 4 Units of Social Studies
- 1/2 Unit of Health
- 1 1/2 Units of PE
- 1 Unit of Art
- 2 Units of Speech or Foreign Language
- 3 Electives including Computer-Related Course

High School Area of Concentration

Students must complete four elective credits in an area of concentration and two related elective credits. The areas of concentration shall be developed locally and approved by BESE.

GEE

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:

- Approaching Basic, 1 Mastery or Advanced, Basic or above in the remaining two
- Approaching Basic, 2 Mastery or above

GPA/ACT

TOPS Opportunity GPA (2.5); ACT of 20 (or state average) or Silver Level on WorkKeys

Other Performance Indicators

- BESE-approved IBC; OR 3 college hours in a career technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours; AND
 - A minimum of 90 work hours of work-based learning experience OR a Senior Project related to student's area of concentration with 20 hours of related work-based learning and mentoring

§1153. Transfer Students

A. The following rules apply for transfer students who are Louisiana residents transferring into Louisiana public schools from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests.

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP-(ELA/Math) to be eligible for promotion to grade 5 or 9.

c. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after the LEAP summer administration and before school starts must take and pass the English Language Arts and Mathematics portions of the placement test.

d. A student who seeks to enroll in a Louisiana public school in grade 5 or grade 9 after school starts and before February 15 must take and pass the English Language Arts and Mathematics portions of the placement test.

B. The following rules apply for transfer students who were out-of-state residents but have become Louisiana residents.

1. Requirements for transfer students in grade 4 or 8 who have never been in membership in a public school in Louisiana or who were in membership in a Louisiana public school(s) and transferred out-of-state are as follows.

a. A fourth or eighth grade student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP (ELA/Math).

b. A fourth or eighth grade student who transfers to a Louisiana public school after the spring administration of the LEAP but before the end of the school year must take and pass the summer administration of the LEAP (ELA/Math) to be eligible for promotion to grade 5 or 9.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1547 (July 2005), amended LR 32:236 (February 2006).

§1355. GEE Transfer Students

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

1. Requirements for students who have never been in membership in a Louisiana public school and are transferring from out-of-state schools, from Louisiana nonpublic schools, or from an approved home study program are as follows.

a. A student who entered the ninth grade during the 1999-2000 school year and thereafter and who transferred to a Louisiana public school at or below the ninth grade shall take and pass the English Language Arts and Mathematics sections and either the Science or the Social Studies test of GEE.

b. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local school district as a tenth grade student shall take and pass the English Language Arts and Mathematics tests and either the Science or the Social Studies test of GEE.

c. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local school district as an eleventh grade student shall take and pass either the Science or the Social Studies test of the GEE.

d. A student who entered the ninth grade in 1999-2000 and thereafter and who is classified by the local school district as a twelfth grade student shall not be required to take any part of the GEE. (continued on next page)

2. A student who was in initial membership in Louisiana public schools as a student in grades K through 6 shall adhere to the following policy.

a. A student who returns in the seventh and/or eighth grade for a period in membership of 160 days total shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

b. A student who returns in the ninth grade shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

c. A student who returns and is classified as a tenth grade student shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

d. A student who returns and is classified as an eleventh grade student shall take and pass either the Science or the Social Studies test of the GEE.

e. A student who returns and is classified as a twelfth grade student shall not be required to take any part of the GEE.

3. A student who was in initial membership in Louisiana public schools in the seventh and/or eighth grade for a period of 160 days total, transferred out, and subsequently returned at any grade level shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

4. A student who was in initial membership in Louisiana public schools as a ninth grade student, transferred out, and subsequently returned at any grade level shall be required to take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

5. A student who was in initial membership in Louisiana public schools as a tenth grade student, transferred out, and subsequently returned at any grade level shall take and pass both the English Language Arts and Mathematics tests and either the Science or the Social Studies test of the GEE.

6. A student who was in initial membership in Louisiana public schools as an eleventh grade student, transferred out, and subsequently returned at the eleventh- or twelfth-grade level shall take and pass either the Science or the Social Studies test of the GEE.

7. A student who was in initial membership in Louisiana public schools as a twelfth grade student, transferred out, and subsequently returned as a twelfth grader shall not be required to take any part of the GEE.

8. All membership in grades 7 through 11 must be considered when determining which test to administer to a student.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 31:1555 (July 2005), amended LR 32:238 (February 2006), LR 34:68 (January 2008).

§1829. EOC Transfer Rules

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home study programs.

1. A transfer student is not required to take the EOC tests for courses he/she already successfully completed for Carnegie credit.

2. A transfer student shall be required to take the EOC test for courses he/she previously took but did not pass.

3. A transfer student may choose to take an EOC test for a course he/she already successfully completed if he/she scored *Needs Improvement* on an EOC test in another course and the student must pass the EOC test for one of the EOC pairs.

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

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Elementary and Secondary Education, LR 36:978 (May 2010), amended LR 37:820 (March 2011).

CADDO PARISH SCHOOLS
1961 Midway Street
Shreveport, LA 71108

LEAP/GEE/EOC Remediation

Letter of Acceptance or Refusal / LEAP

Parents, please complete EITHER the top or bottom of this form indicating your choice for remediation for your child.

LEAP/GEE/EOC Remediation Acceptance

I have received and read the school's notice of LEAP/GEE/EOC remediation. I understand that my child has not passed all components of the LEAP/GEE/EOC . I also understand the need for remediation and the importance of that instruction. I choose the option of accepting remediation and sign the following statement:

I, _____, the undersigned parent/guardian of
(Print Name)

_____, a student at _____
(Print Student's Name) (Print School's Name)

understand that said student has failed to meet the required score to be successful on the LEAP/GEE 2/EOC.

I understand that remediation is available and advisable. I CHOOSE to have my child participate in any remediation programs offered by the Caddo Parish School System.

Parent/Guardian Signature _____

Date _____

LEAP/GEE/EOC Remediation Refusal

Refusal of remediation is a possibility; however, it is strongly advised that you do not select this option. Students who have not been successful on a component(s) do need assistance to prepare for the LEAP/GEE. If you do select this option, you should sign the following statement:

I, _____, the undersigned parent/guardian

of _____, a student at _____
(Print Student's Name) (Print School's Name)

understand that said student has failed to meet the required score to be successful on the LEAP/GEE/EOC.

Even though I understand that remediation is available and advisable, I choose NOT to have my child participate in any remediation programs offered by the Caddo Parish School System.

Parent/Guardian Signature _____

Date _____

Please return this letter to the school office immediately to be kept on file.

Parent refusal of services