

Pupil Progression Plan

for

Vermilion Parish School System

for

2009-2010

Submitted to Louisiana Department of Education

September 2009

# TABLE OF CONTENTS

## Section I Formal Submission Statement

Formal Submission Statement.....	1
LEA Contact Information .....	2
Pupil Progression Plan Committee .....	3
Documentation of Input .....	4
Public Notice.....	5

## Section II Statewide Mandatory Criteria

Placement and Retention Policies .....	6
High Stakes Testing Policy .....	6
Kindergarten and First Grade Entrance Requirements.....	6
Kindergarten Screening .....	7
Attendance Policy .....	7
Requirements of the Louisiana Educational Assessment Program .....	7
Elementary Program of Studies Requirements.....	8
Carnegie Credit .....	8
High School Graduation Requirements .....	8
Scheduling.....	9
Grade Tampering .....	9
Transfer Students .....	10
Limited English Proficient (LEP) Students .....	11
Alternative Schools/Program Settings .....	11
Review of Placement.....	12
Policies on Records and Reports .....	12
Policies on Due Process.....	12
Legislative Guidelines.....	13

## Section II: Career Diploma

Addendum .....	14
----------------	----

## Section III Local Options

Kindergarten Entrance and Screening.....	15
Placement and Grading: Grades K-12.....	16
Policy for Awarding ½ Unit of Credit .....	22
Grading Scale.....	22
Elementary Foreign Language Program.....	24
Requirements of the LEAP: High Stakes Testing: Regular Placement.....	25
Function of the SBLC .....	28
Progression of Students Participating in LEAP Alternate Assessment .....	28
Limited English Proficient Students .....	29
Acceleration.....	29
Transfer Students .....	31
Retention Policy.....	33

Alternative Schools/Programs/Settings and Adult Education .....	35
Review of Placement.....	38
Records and Reports.....	38
Due Process .....	40
Additional Local Option Criteria .....	40

**Section IV  
Remediation**

Legal Authorization.....	42
Local Program Development and Evaluation .....	43

**Appendix A**

Definition of Terms .....	49
---------------------------	----

**Appendix B**

Attendance Criteria.....	51
Make-Up Tests and Make-Up Assignment .....	52
Minimum Course Requirements for High School Graduation .....	53
Alternative Program.....	56
Pre-GED/Skills Options Program.....	58
Waiver for Elementary Foreign Language Program .....	61
Waiver for Career Diploma .....	62

# SECTION I

## Formal Submission Statement

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

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

\_\_\_\_\_  
Randy Schexnayder  
Superintendent

\_\_\_\_\_  
Chris Mayard  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary) Robert A. Rizzuto

Telephone Number ( 337 ) 898-5755

E-mail Address brizzuto@vrml.k12.la.us

If Applicable:

LEA Contact Person (Secondary) Mary Joyce Dugas

Telephone Number ( 337 ) 898-5758

E-mail Address mjdugas@vrml.k12.la.us

\_\_\_\_\_  
(Primary Signature)

\_\_\_\_\_  
(Date)

## PUPIL PROGRESSION PLAN COMMITTEE

Chairman	Robert Rizzuto
LEA Secondary Contact	Mary Joyce Dugas
Elementary School Supervisor	Ann Hardy
Middle School Supervisor and Title I Supervisor	Jeannie Cormier
Secondary School Supervisor	Ellen Arceneaux
Secondary School Supervisor and Classroom Technology	Jude Dubois
Coordinating Supervisor of Special Education Spec. Ed/Regular Education Liaison	Larry Gage Sue Richard
Vocational Education Supervisor	Kirk Soileau
Parent Liaison	Bridget Winters
Adult Education Supervisor	Ethel Baudin
Elementary School Principal Middle School Principal Secondary School Principal	Paul Hebert Mikal Stall Francis Touchet
SIS Coordinator	Belinda Campbell
Elementary School Teacher Middle School Teacher Secondary School Teacher	Lynn Griffin Helen Conner Alvin Romero
Parents	Leslie Pharris Suzanne H. Broussard Mandy Richard Angienette Fontenot Paula Davidson

Appointed by School Board on July 23, 2009

# DOCUMENTATION OF INPUT

# PUBLIC NOTICE

## SECTION II

### STATEWIDE MANDATORY CRITERIA

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

#### **Placement and Retention Policies**

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

#### **High Stakes Testing Policy**

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

#### **A. Kindergarten and First Grade Entrance Requirements**

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

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

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
  - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
  - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

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

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

## **B. Kindergarten Screening**

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

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

## **C. Attendance Policy**

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

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

## **D. Requirements of the Louisiana Educational Assessment Program**

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

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

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

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

#### **E. Elementary Program of Studies Requirements**

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

Note: Refer to *Bulletin 741*, §2313

#### **F. Carnegie Credit Time Requirements**

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

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

#### **G. High School Graduation Requirements**

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.

- a. The English language arts and mathematics components of GEE shall first be administered to students in the 10<sup>th</sup> grade.
- b. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
- c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE component.

## **H. Scheduling**

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

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

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

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

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

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

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

## **I. Grade Tampering**

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to

influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

## J. Transfer Students

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

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

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

### Transfer policies for students with disabilities

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

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who

had an IEP that was in effect in another state, the local education agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.

- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

#### **K. Limited English Proficient (LEP) Students**

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

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

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

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

#### **L. Alternative Schools/Programs/Settings**

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

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

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

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

#### **M. Review of Placement**

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

#### **N. Policies on Records and Reports**

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

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

#### **O. Policies on Due Process**

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

## **P. Legislative Guidelines**

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

# PUPIL PROGRESSION PLAN ADDENDUM

## SECTION II

### Career Diploma

Has the LEA requested a waiver of this requirement for the 2009-2010 school year? If so, include with the addendum a copy of the waiver approval letter from BESE.

[Yes, the district has requested a waiver.](#)

## SECTION III

### LOCAL OPTIONS

#### Placement Policies

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

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

#### Departmental Guidelines

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

#### Other Local Option Factors

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

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

**Do not delete any questions or leave questions unanswered.**

#### A. Kindergarten Entrance and Screening

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

[Developmental Indicators for Assessment of Learning, Third Edition](#)

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

[A preschool-aged student identified as Gifted, according to State Bulletin 1508, receives special programming in a preschool setting; however, the individual student's needs will be addressed in the IEP process. The IEP committee should include the kindergarten supervisor or a representative. The IEP will document that the placement is justified](#)

based on the individual needs and abilities/level of the student. This placement may include early entrance, if appropriate.

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

Vermilion Parish Kindergarten Inventory of Skills and Development

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

Vermilion Parish Kindergarten Inventory of Skills and Development

## **B. Placement: Grades K-12**

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

Students with disabilities must be provided with accommodations as noted in the students' IEPs in the classroom and during testing. The accommodations must be provided for students with disabilities participating in LEAP.

Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP) in the classroom and during testing. The accommodations must be provided for Section 504 students participating in LEAP.

### Kindergarten:

- a. Students must attain 80% proficiency in the skill categories of reading, mathematics, and writing on the Vermilion Parish Kindergarten Inventory of Skills and Development.
- b. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.

### First Grade:

- a. Students must achieve an absolute "D" (1.0) average in reading for the year and for the second semester and an average of D (1.0) in mathematics or language.
- b. Students in the first grade will receive a grade of S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory 69 or below) in reading, mathematics, language, and spelling for the first marking period and A, B, C, D in the same subjects for the remaining marking periods. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- c. The average of the five six-weeks grades shall be used in determining a student's final grade in a course. To receive a grade of "D" for the session, the average of the five grades must be 1.0. A grade of "D" is not given for a fraction of a point. For all averages above, 1.0 or "D" any fraction equal to or more than ½ (one-half) is always considered a whole.

- d. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- e. Students who fail mathematics for two consecutive years in grades 1-3 will be retained.
- f. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

Second Grade:

- a. Students must achieve an absolute “D” (1.0) average in reading for the year and for the second semester and an average of D (1.0) in mathematics or language.
- b. Students in second grade will receive A, B, C, D, or F in reading, mathematics, language, and spelling. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- c. The average of the six six-weeks grades shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above, 1.0 or “D” any fraction equal to or more than ½ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- e. Students who fail mathematics for two consecutive years in grades 1-3 will be retained.
- f. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

Third Grade:

- a. Students must achieve an absolute “D” (1.0) average in reading for the year and for the second semester and an average of “D” (1.0) in at least two of the three remaining major subject areas: mathematics, language, and social living.
- b. Students will receive A, B, C, D, or F in reading, mathematics, language, social living and spelling. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- c. The average of the six six-weeks grades shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above, 1.0 or “D” any fraction equal to or more than ½ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- e. Students who fail mathematics for two consecutive years in grades 1-3 will be retained.
- f. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

Fourth Grade:

- a. No 4<sup>th</sup> grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic / Approaching Basic combination). All placement and

promotion requirements for 4<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.

- b. Students must achieve an absolute “D” (1.0) average in reading for the year and for the second semester and an average of “D” (1.0) in at least three of the remaining four major subject areas: mathematics, language/spelling, social studies, and science.
- c. Students will receive A, B, C, D, or F in reading, mathematics, language/spelling, social living, and science. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- d. The average of the six six-weeks grades shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above, 1.0 or “D” any fraction equal to or more than ½ (one-half) is always considered a whole.
- e. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- f. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### Fifth Grade:

- a. Students must achieve an absolute “D” (1.0) average in reading for the year and for the second semester and an average of “D” (1.0) in at least three of the remaining four major subject areas: mathematics, language/spelling, social studies, and science.
- b. Students will receive A, B, C, D, or F in reading, mathematics, language/spelling, social living, and science. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- c. The average of the six six-weeks grades shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above, 1.0 or “D” any fraction equal to or more than ½ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- e. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### Sixth Grade:

- a. Students must achieve an average of “D” (1.0) in four of the five major subjects of reading, mathematics, language/spelling, social studies, and science.
- b. Students will receive A, B, C, D, or F in reading, mathematics, language/spelling, social studies, and science. In subject areas where A, B, C, D, or F is not given an S (satisfactory 100-77), N (needs improvement 76-70), or U (unsatisfactory) will be given.
- c. For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining his final grade. To receive a grade of “D” for the semester, the average of the three grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above 1.0 or “D”,

- any fraction equal to or more than one-half is always considered a whole. This applies provided the student passes the third six-weeks.
- d. The average of the six six-weeks grades shall be used in determining a student's final grade in a course. To receive a grade of "D" for the session, the average of the six grades must be 1.0. A grade of "D" is not given for a fraction of a point. For all averages above, 1.0 or "D" any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole. This applies provided the student passes the fifth or sixth six-weeks.
  - e. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education. The principal must approve of the student's registration for removal of deficiencies.
  - f. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
  - g. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### Seventh Grade:

- a. Students must achieve an average of "D" (1.0) in five subjects in a six period day or six subjects in a seven period day.
- b. For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining his final grade. To receive a grade of "D" for the semester, the average of the three grades must be 1.0. A grade of "D" is not given for a fraction of a point. For all averages above 1.0 or "D", any fraction equal to or more than one-half is always considered a whole. This applies provided the student passes the third six-weeks.
- c. The average of the six six-weeks grades shall be used in determining a student's final grade in a course. To receive a grade of "D" for the session, the average of the six grades must be 1.0. A grade of "D" is not given for a fraction of a point. For all averages above, 1.0 or "D" any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole. This applies provided the student passes the fifth or sixth six-weeks.
- d. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education. The principal must approve of the student's registration for removal of deficiencies.
- e. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- f. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

#### Eighth Grade:

- a. No 8<sup>th</sup> grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic / Approaching Basic combination. All placement and promotion requirements for 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
- b. Students must achieve an average of "D" (1.0) in five subjects in a six period day or six subjects in a seven period day.
- c. For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining his final grade. To receive a grade of "D" for the semester, the average of the three grades must be 1.0. A

grade of “D” is not given for a fraction of a point. For all averages above 1.0 or “D”, any fraction equal to or more than one-half is always considered a whole. This applies provided the student passes the third six-weeks.

- d. The average of the six six-weeks grades shall be used in determining a student’s final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above, 1.0 or “D” any fraction equal to or more than ½ (one-half) is always considered a whole. This applies provided the student passes the fifth or sixth six-weeks.
- e. Summer school credit for removal of deficiencies must be earned at a school approved by the Louisiana Department of Education. The principal must approve of the student’s registration for removal of deficiencies.
- f. Students shall be in attendance a minimum of 166 days a school year. Students can be absent no more than 14 days in a school year to be eligible for promotion.
- g. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions.

Ninth Through Twelfth Grades:

- a. Classification for secondary students will be based on units earned and will be as follows:
  - 4 units or less..... Freshman
  - 5 units but less than 11 ..... Sophomore
  - 11 units but less than 17 ..... Junior
  - 17 units or more or eligible for graduation..... Senior
- b. For incoming freshmen prior to 2008-2009, the 23 units required for graduation shall include 15 required units and 8 elective units; the elective units can be earned at technical colleges provided in §2389.

**NOTE: Minimum Course Requirements for High School Graduation (See Appendix B, Section III).**

- c. For incoming freshmen in 2008-2009 and beyond, the 24 units required for graduation shall include 16 required units and 8 electives for the Louisiana Core Curriculum, or 21 required units and 3 elective units for the Louisiana Core 4 Curriculum; the elective units can be earned at technical colleges as provided in §2389.

**NOTE: Minimum Course Requirements for High School Graduation (See Appendix B, Section III).**

- d. Beginning with incoming freshmen in 2008-2009, all ninth graders will be enrolled in the Louisiana Core 4 Curriculum.
  - After the student has attended high school for a minimum of two years as determined by the school, the student, the student’s parent, guardian, or custodian may request that the student be exempt from completing the Louisiana Core 4 Curriculum.
  - See Bulletin 741, §2319 for the conditions for consideration of the exemption from completing the Louisiana Core 4 Curriculum.
- e. In addition to completing the minimum number of required Carnegie Credits (23 or 24), students must pass the English Language Arts and Mathematics components of the GEE (Graduation Exit Exam) and either the Science or Social Studies portions of the GEE to earn a standard high school diploma.
  - The English Language Arts and Mathematics components of GEE shall be first administered to students in tenth grade.

- The Science and Social Studies components of GEE shall be first administered to students in the eleventh grade.
  - Students shall be offered 50 hours of remediation each year in the content area not passed.
- f. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student’s disability significantly impacts their ability to pass the final required GEE component.
- g. Prior to or upon the student’s entering the tenth grade, the school shall notify each student and his/her parents or guardians of the requirement of passing GEE.
- Students transferring to any high school shall be notified by the school of the requirement of passing GEE upon entering the school system.
- h. **Minimum Course Requirements for High School Graduation (See Appendix B, Section III).**

Three units of mathematics shall be required for graduation.

(Effective for incoming freshmen 2005-2006 and prior to 2008-2009)

All students must complete one of the following: Algebra (1 unit), Algebra I – Pt. 1 and Algebra I – Pt. 2 (2 units), or Integrated Mathematics I (1 unit). The remaining unit(s) shall come from the following: Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.

(Effective for incoming freshmen 1997-98 through 2004-2005)

Shall be elected from the following courses and may include a maximum of 2 entry level courses (designated by E): Introductory Algebra/Geometry (E), Algebra I – Part I (E), Algebra I – Part 2, Integrated Mathematics I (E), Integrated Mathematics II, Integrated Mathematics III, Applied Mathematics I (E), Applied Mathematics II, Applied Mathematics III, Algebra I (E), Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.

- i. Both the numerical grade or percentage grade and the letter grade will be recorded on the report cards. Example: A-94; “A” being the letter grade and “94” being the numerical or percentage grade. In determining semester and session grades, an average of the percentage grades for each class will be used. Percentage grades will be used in determining cumulative grades for the year in grades 9-12. An ongoing average percentage will be included on the report card per six-weeks to inform the student and parents of the student’s present status in that subject. For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining the final grade.

Example:	1 <sup>st</sup> six weeks	94%	A
	2 <sup>nd</sup> six weeks	89%	B
	3 <sup>rd</sup> six weeks	74%	C
	Total percentage	$257/3=86\%=B$	
	Final Grade	86%=B	

To receive a grade of “D” for the semester, the average of the three six-weeks grades must be at least 64.5%.

The average of the six-weeks grades (percentage grades) shall be used in determining a student’s final grade in a course.

Example:	1 <sup>st</sup> six weeks	A	94
	2 <sup>nd</sup> six weeks	C	75
	3 <sup>rd</sup> six weeks	B	86
	4 <sup>th</sup> six weeks	C	80
	5 <sup>th</sup> six weeks	D	66
	6 <sup>th</sup> six weeks	C	<u>79</u>
	Total	480/6 = 80% = C	
	Session Grade	C = 80%	

Scores earned in a six-weeks period must be recorded and averaged in that particular six-weeks period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

- j. A high school student must be present a minimum of eighty-three (83) days in a semester course or one hundred sixty-six (166) days in a full year course to be eligible to receive credit for courses taken. High school students can miss no more than seven (7) days in a semester course or fourteen (14) days in a full year course to be eligible for credit. At the end of the semester or school year, the school will determine if credit is to be granted for semester/full year courses.

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

One-half unit of credit may be awarded for all unit courses. A student is allowed six days of absence (temporarily excused, unexcused absences, and/or suspension). For any student having seven (7) or more absences, the principal will determine whether ½ unit of credit will be denied. The average of the three six-weeks grades shall be used in determining the final grade.

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

Grading Scale Grades 1-5

The following grading/policy scale will be used to change all numerical grades to letter grades:

100-94	A
93-87	B
86-77	C
76-70	D
Below 69.4	F

All .5's shall be rounded up.

No less than five (5) grades per marking period will be recorded in the teacher's grade book. Each graded paper must have at least ten items. Raw scores shall be recorded in the teacher's grade book to determine the six-weeks percentage grade. For example if a 48 point test is administered to students and the student scores 35 on the test, the teacher shall record 35/48 in the grade book.

The grading scale will be printed on the student report card. Scores earned in a six-weeks period must be recorded and averaged in that particular six-weeks period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

### Grading Scale Grades 6-8

Percent of Correct Items	Letter Grade
100-93	A
92-85	B
84-75	C
74-65	D
Below 64.5	F

A minimum of five (5) test grades per six weeks will be recorded in grade books. Each graded paper must have at least ten items. The tests do not need to be one hundred (100) point tests. A test may be fifty, sixty points, etc. It is highly recommended that the relationship between the number of test items and the points assigned to each test item be congruent to the total value of the test. Raw scores shall be recorded in the teacher's grade book to determine the six-weeks percentage grade. For example, if a 48 point test is administered and the student scores 35 on the test, the teacher shall enter in the electronic grade book a 48 as a total possible and 35 as the student's score.

The grading scale will be printed on the student report card. Scores earned in a six-weeks period must be recorded and averaged in that particular six-weeks period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student.

Semester grade – For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining his final grade. To receive a grade of “D” for the semester, the average of the three grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above 1.0 or “D”, any fraction equal to or more that one-half is always considered a whole. This applies provided the student passes the third six-weeks.

Session grade – The average of the six six-weeks grades shall be used in determining a student's final grade in a course. To receive a grade of “D” for the session, the average of the six grades must be 1.0. A grade of “D” is not given for a fraction of a point. For all averages above 1.0 or “D” any fraction equal to or more than  $\frac{1}{2}$  (one-half) is always considered a whole. This applies provided the student passes the fifth or sixth weeks.

Incomplete Grades – If there is an incomplete grade on the report card, the final grade will not be averaged until the teacher changes the “I” to a letter grade.

### Grading Scale Grades 9-12

Percent of Items Correct	Letter Grade
100-93	A
92-85	B
84-74	C
73-65	D
Below 64.5	F

All .5's shall be rounded up.

A minimum of five (5) grades per six-weeks will be recorded in grade books. Grades may include tests, quizzes, labs, projects, and etc. Both the numerical grade or percentage grade and the letter grade will be recorded on the report cards. Example: A-94; “A” being the letter grade and “94” being the numerical or percentage grade. In

determining semester and session grades, an average of the percentage grades for each class will be used. Percentage grades will be used in determining cumulative grades for the year in grades 9-12. An ongoing average percentage will be included on the report card per six-weeks to inform the student and parents of the student's present status in that subject.

Scores earned in a six-weeks period must be recorded and averaged in that particular six-weeks period. Grading and reporting shall reflect the academic achievements of the student. Grades shall not be used with the intent of rewarding or punishing a student. Grades are not weighted for honors, gifted, and/or Advanced Placement (AP) courses in high school.

Semester grade – For a course in which a student is enrolled for one-half credit, the average of the three six-weeks grades shall be used in determining the final grade. To receive a grade of “D” for the semester, the average of the three six-weeks grades must be at least 64.5%.

Session grade – The average of the six-weeks grades (percentage grades) shall be used in determining a student's final grade in a course.

Incomplete grades – If there is an incomplete grade on the report card, the final grade will not be averaged until the teacher changes the “I” to a letter grade and a percentage grade.

Credit recovery courses are not being offered.

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

An elementary / middle foreign language program for 50 minutes daily is offered to academically able fifth through eighth grade students at the model program sites. Academically able student is defined as an overall 2.0 average. The Vermilion Parish School System has requested a waiver for the mandated foreign language requirement, exclusive of the model program site. (See Appendix B)

- a. Explain the local definition of the term “grade level” or “on grade level.”  
A student on grade level is defined as one who has met the grade level criteria for promotion for the previous year.
- b. List the model program sites.  
For the 2009-2010 school year, there is no model program site.
- c. List the designated subject area(s) for foreign language.  
French

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

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

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

#### Policy Override – Grade 4 and Grade 8

The School Building Level Committee (SBLC) may override the state's grade promotion policy for students scoring at the Unsatisfactory level in English Language Arts or Mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that

- the decision is made by the SBLC.
- the student has participated in **both** the spring and summer administrations of LEAP; attended/participated; met the attendance requirements of the LEAP summer remediation program.
- the student has attended/participated in the LEAP summer remediation program
- the student has met the attendance requirements of the LEAP summer remediation program;
- the student shall participate in the summer retest only on the subject area(s) that he/she scored at the Unsatisfactory achievement level during the spring test -parental consent is granted.

#### Policy Override – Grade 8 Only

The School Building Level Committee (SBLC) may override the state policy for eighth grade students scoring at the Unsatisfactory level in English Language Arts or mathematics, if the student scores at the Basic level in other, provided that the following criteria are met:

- the student scored Approaching Basic or above on the Science and Social Studies components of LEAP;
- the student has an overall 2.5 grade point average on a 4.0 scale;
- the decision is made by SBLC
- the student has participated in both the spring and summer administration of LEAP and has attended the summer remediation program and met attendance requirements of the summer remediation program; and
- the student shall participate in the summer retest only on the subject that he/she scored at the Unsatisfactory achievement level during the spring administration; and
- parental consent is granted.

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

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

After the year of retention, a student who has repeated 4<sup>th</sup> grade due to failure to score at the Basic/Approaching Basic combination on the English Language Arts and Mathematics components of LEAP will be referred to the School Building Level Committee (SBLC) and placed in grade 5. The statement "placed in grade 5 without scoring Basic/Approaching Basic on the LEAP English Language Arts and Mathematics components" shall appear on the report card. The committee's decision regarding

placement will be documented in the student's record folder. A student who has repeated the 4<sup>th</sup> grade may be promoted to the 5<sup>th</sup> grade only.

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

A student who has repeated the 4<sup>th</sup> grade as a result of failing LEAP and who is 12 years old on or before September 30 will be referred to the School Building Level Committee (SBLC) and placed in grade 5. The statement "placed in grade 5 without scoring Basic/Approaching Basic on LEAP English/Language Arts and Mathematics components" shall appear on the report card. The committee's decision regarding placement will be documented in the student's record folder.

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

A school system, through its superintendent, must review student eligibility and consider granting an appeal on behalf of individual students, provided that all of the following criteria are met:

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

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

No

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

Vermilion Parish, through the superintendent, may consider a waiver for an 8<sup>th</sup> grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of LEAP. The superintendent may grant the waiver

and promote the student to the 9<sup>th</sup> grade (after the summer retest) provided the following criteria are met:

- The student has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP on any LEAP administration and
  - attended the LEAP summer remediation program in both subjects and
  - met LEAP summer remediation program attendance requirements in both subjects and
  - participated in the summer retest (after the LEAP summer remediation program) in both subjects.
  - The student must have scored at the Approaching Basic level on both components and attained all of the above criteria to be considered for the local promotion waiver for placement in grade 9.
  - The signature of the Superintendent is required.
- The student must attend the LEAP summer remediation program, must meet the summer remediation program attendance requirements, and must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test.

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

The student who has repeated the 8<sup>th</sup> grade (due to LEAP) may be either

- Retained again in the 8<sup>th</sup> grade
- Promoted to the 9th grade, provided that the student:
  - has scored at the Approaching Basic level on either the English Language Arts or Mathematics component of LEAP and
  - has passed the 8th grade course(s) in the subject corresponding to the Unsatisfactory achievement level on LEAP, and
  - (after the year of retention) attends the LEAP summer remediation program in the Unsatisfactory subject(s), and
  - meets the LEAP summer remediation program attendance requirements in the Unsatisfactory subject(s), and
  - takes the summer retest administered at the conclusion of the summer program in the Unsatisfactory subject(s).
  - the student must have attended the LEAP summer remediation program, met LEAP summer remediation program attendance requirements, and taken the summer retest in the Approaching Basic subject **during the prior summer.**

NOTE: If promoted with an Unsatisfactory on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a **high school** remedial course in the Unsatisfactory subject (English Language Arts or Mathematics) before enrolling in or earning Carnegie credit for English or Mathematics.

- Promoted to the 9th grade, provided the student:
  - Has scored at the Approaching Basic level on both the English Language Arts and Mathematics component of the LEAP, and
  - Has attended the LEAP summer remediation program in both subjects that the student has scored Approaching Basic, and

- Has met the LEAP summer remediation program attendance requirements, and
- Has taken the summer retest administered at the conclusion of the summer remediation program in both subjects that the student has scored Approaching Basic
- If the student did not meet all the criteria during the prior summer, then the student must attend the LEAP summer remediation program in the subject(s) that the student has scored Approaching Basic but did not attend the LEAP summer remediation program or did not meet the LEAP summer remediation program attendance requirements or did not participate in the retest at the conclusion of the LEAP summer remediation program.

NOTE: The student may be considered for placement in the Pre-GED/Skills Options Program provided the student meets criteria. See Section III "I".

8. Describe the function of the SBLC as it relates to student promotion and retention. An SBLC is established in each school. The SBLC team includes the student's parent/guardian, teachers, an administrator, and two other professional persons knowledgeable about the student in the school setting. Members of the Pupil Appraisal Team will be included if necessary.

The SBLC discusses individual students experiencing academic, behavioral, social, or other academic difficulties. The members work cooperatively to plan, implement, and determine the intervention designed for individual students. The goal is to assist individual students in obtaining a successful education and in making promotion and retention decisions. Any student who does not meet the promotion criteria is referred to SBLC for promotion/retention decisions. The SBLC will take into account the student's

- attendance requirements,
- chronological age,
- number of retentions, and
- physical, emotional and/or social characteristics.

9. Describe the locally mandated attendance requirements for summer remediation that is used as a criterion for policy waivers, appeals, and overrides. Students attending the LEAP summer remediation program must attend 90% of 50 hours.

#### **D. Progression of students participating in LEAP Alternate Assessments**

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

The SBLC will take into consideration variables such as the student's

- chronological age,
- academic and emotional development,
- completion of 70% of annual goals,
- functioning levels, and

- transition planning, if noted on IEP, has been addressed by student and documented by the teacher.

NOTE: In accordance with state law attendance issues are to be reviewed by the principal. Not by SBLC.

## E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students.  
The Home Language Survey is sent out to each student at the beginning of the school year. Teachers can also refer a student to the ELL District Supervisor if they have concerns.
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient.  
The student is assessed using the IDEA Oral Language Proficiency Test. The parents are notified of the results and parental consent is required for the student to receive ELL services.
3. Describe the procedures for age appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the limited English proficient student.  
A pull-out tutoring program is used to deliver ELL services. Students work in small groups. The ELL tutor collaborates with the regular education teachers to identify weaknesses and the ELL tutor conducts activities to strengthen the student's English Language Skills.
4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.  
The ELL District Supervisor and principal monitor the students by checking their report card grades and collaborating with the regular education teachers.

## F. Acceleration

1. Describe the policies and procedures that address the placement of students who evidence that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K – 8 and grades 9 – 12.  
The policy is that there is no acceleration of students from one grade to another in grades K-12.
2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.  
Vermilion Parish will follow all policies and procedures established in Bulletin 741 pertaining to the acceleration of students in high school including early college admissions.
3. Describe any applicable policies and procedures for grade "skipping."  
Vermilion Parish's policy is that there is no acceleration in grades K-12.

4. Describe any policies governing services for gifted students.

Enrichment does take place within a classroom or grade through activities and the Gifted Program for students identified according to the [Pupil Appraisal Handbook](#).

Gifted students are served by attending a resource center, in a resource setting, or by enrolling in a Carnegie unit course. A resource center is an instructional setting located at one school that provides instructional services to the gifted (pupil/teacher ratio is established in Bulletin 1706, Subpart B).

In elementary and middle grades, the gifted student is served using a “pull-out” model. The student should be held accountable for all grade level assignments. However, the regular education teacher should consider reduced assignments for material presented while the student was attending the gifted program. A modified assignment which allows the student to demonstrate necessary concepts is appropriate. Cooperation and communication between the gifted and regular education teacher is imperative for the overall success of the student’s program.

A resource room is a type of alternative education placement for special education and related services designed or adapted as a location where Gifted/Talented students may receive all or a part of the special education required by the IEPs, and in which all of the following exist:

1. The pupil/teacher ratios established in Bulletin 1706, Subpart B are used.
2. Only Gifted/Talented students are enrolled.
3. Instruction is provided for not more than 12 students for any one hour of instructional time.
4. Special education is provided by a certified teacher.
5. Students receive special education and related services for at least 21 percent, but no more than 60 percent, of the school day outside the regular classroom.

Secondary students participate by scheduling the Carnegie unit course entitled “Enrichment Studies in Independent Research and Critical Thinking I-IV”. This course is offered in high schools based on student need. A student may schedule only one Carnegie unit per school year.

5. Describe any programs offered such as High School Credit for Elementary students.

However, it is not necessary to include the criteria identified in *Bulletin 741*.

High School Credit may be earned by elementary students as described in Bulletin 741.

Criteria for participation of a Grade 8 student in Algebra I:

1. The student must successfully complete a seventh grade math course which covers the GLE’s for both grade 7 math and grade 8 math (curriculum provided on LDOE website).
2. During the last six weeks of the seventh grade year, the student must take a locally developed assessment based on the grade 8 math GLEs and must score 60% or better on the assessment.
3. The student must score at the Mastery or Advanced Achievement level on the iLEAP grade 7 Mathematics test and must score at the Approaching Basic or higher Achievement level on the iLEAP English Language Arts, Science, and Social Studies tests.
4. The student must maintain a GPA of 3.5 or better in seventh grade math.

## G. Transfer Students

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

Vermilion Parish follows all policies regarding the transfer of students as listed in Bulletin 741 and in this document in Section II, "Transfer Students."

- a. Approved schools within the state (public/nonpublic)

Vermilion Parish will honor placement decisions and credits awarded by the former school. A properly certified record of a student's grade placement, achievement, and record of attendance is required of all students entering Vermilion Parish schools. A student transferring from a state-approved school will be placed in the same grade from which he is transferring. A student will be allowed Carnegie credit for work completed in the former school. When a student transfers, a properly certified transcript showing the student's record of attendance, immunization records, achievement, and the units of credit earned is required. 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.

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

Vermilion Parish will honor placement decisions and credits awarded by the former school. A properly certified record of a student's grade placement, achievement, and record of attendance is required of all students entering Vermilion Parish schools. A student transferring from a state-approved school will be placed in the same grade from which he is transferring. A student will be allowed Carnegie credit for work completed in the former school. When a student transfers, a properly certified transcript showing the student's record of attendance, immunization records, achievement, and the units of credit earned is required.

- c. Unapproved schools (public/nonpublic)

Vermilion Parish will administer placement tests to elementary students for grade level placement and subject area proficiency tests to award high school Carnegie credit. 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. 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. Home Study

Same as "c" above.

- i. Provisions for LEAP/iLEAP Students

Vermilion Parish offers LEAP/GEE and iLEAP tests to Home Study students during the spring administration. It also offers the LEAP test and LEAP summer

remediation to Home Study students. Vermilion Parish notifies students via public notice and legal advertisements in the newspaper.

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

Refer to # 3

Fourth and Eighth Grade students must pass the state LEAP Placement Test.

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

Refer to # 3

These students will take subject area proficiency tests to determine if Carnegie credits can be given.

2. Describe the procedures for Interim IEPs.

Vermilion Parish follows the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

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

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

a. Grades K-8

Kindergarten students take the Vermilion Parish Inventory of Skills and Development.

Harcourt Reading Placement and Individual Inventory for grades 1-6

Harcourt Math Assessment Guide End-of-Year Test for grades 1-5

Glencoe Reader's Choice Initial Screening and Fluency Test for 7-8

Glencoe Mathematics Diagnostic Test for grades 6-8.

For placement purposes, the iLEAP or LEAP results of the home study students or the results of a norm-referenced test that was administered at the non-approved School or LEAP for the unapproved school student may be used.

b. Grades 9-12

Subject area proficiency tests such as American Testronics High School Subject tests, Vermilion Parish subject area tests, or SDE subject area proficiency tests.

## H. Retention Policy

1. State the number of times a student may be retained in each grade or level.
  - Students who fail to meet promotional criteria shall be retained except as modified by the SBLC.
  - Any student not meeting the necessary promotion criteria in Grades K-8 will be referred to SBLC review for promotion/retention decision.
- c. No 4<sup>th</sup> or 8<sup>th</sup> grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination). For promotional purposes, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP only one time. All placement and promotion requirements for 4<sup>th</sup> and 8<sup>th</sup> graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
- d. The SBLC determines whether it is appropriate to place a student in a higher grade, if the passing of LEAP is not required, based on:
  1. A student may be retained for a maximum of one year in Grades K-3.
  2. A student may be retained only once per grade in Grades 4-8.
- e. Students will be retained at the 4<sup>th</sup> grade only once as a result of being retained due to the Leap test. Students retained in the 4<sup>th</sup> grade shall take all four components of LEAP.
- f. The student who has repeated the 8<sup>th</sup> grade due to not attaining the LEAP promotion criteria of Basic/Approaching Basic may be either
  - Retained again in the 8<sup>th</sup> grade
  - Promoted to the 9th grade, provided that the student:
    - has scored at the Approaching Basic level on either the English Language Arts or Mathematics component of LEAP and
    - has passed the 8th grade course(s) in the subject corresponding to the Unsatisfactory achievement level on LEAP, and
    - (after the year of retention) attends the LEAP summer remediation program in the Unsatisfactory subject(s), and
    - meets the LEAP summer remediation program attendance requirements in the Unsatisfactory subject(s), and
    - takes the summer retest administered at the conclusion of the summer program in the Unsatisfactory subject(s).
    - the student must have attended the LEAP summer remediation program, met LEAP summer remediation program attendance requirements, and taken the summer retest in the Approaching Basic subject **during the prior summer**.

NOTE: If promoted with an Unsatisfactory on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a **high school** remedial course in the Unsatisfactory subject (English Language Arts or Mathematics) before enrolling in or earning Carnegie credit for English or Mathematics.

- Promoted to the 9th grade, provided the student:
  - Has scored at the Approaching Basic level on both the English Language Arts and Mathematics component of the LEAP, and
  - Has attended the LEAP summer remediation program in both subjects that the student has scored Approaching Basic, and
  - Has met the LEAP summer remediation program attendance requirements, and
  - Has taken the summer retest administered at the conclusion of the summer remediation program in both subjects that the student has scored Approaching Basic
  - If the student did not meet all the criteria during the prior summer, then the student must attend the LEAP summer remediation program in the subject(s) that the student has scored Approaching Basic but did not attend the LEAP summer remediation program or did not meet the LEAP summer remediation program attendance requirements or did not participate in the retest at the conclusion of the LEAP summer remediation program.
- Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in Bulletin 741: Louisiana Handbook for School Administrators, §2907.
- g. Exceptional students participating in LEAP or iLEAP shall be placed in accordance with local, state, and federal regulations. Decisions regarding LEAP placement shall be made by the IEP committee and documented on the Individual Educational Program (IEP). Methods of instruction, time requirements, and instructional goals shall be reflected in the student's IEP. Exceptional students participating in LEAP or iLEAP will be required to meet state and/or parish standards for grade placement.

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

- English Language Learners (ELL)
  - Promotion/retention policies for English Language Learners (ELL) in a regular instructional program will be as follows:
  - ELL students shall be provided language services which address their need for becoming fluent and literate in English. They shall be provided instructional programs which foster their success in math, science, social studies, and language arts.
  - ELL students in grades K-12 should receive instructional modifications in the regular classroom (i.e. modified lesson plans). If students are not passing but are trying to participate to the best of their language abilities, a letter grade of A, B, C, D will be issued.
  - If the ELL secondary student is receiving instructional modifications in the regular classroom and is making no attempt at course work, an F should be issued.

- Secondary English Language Learners may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie Credits.
- No ELL student shall be retained solely because of Limited English Proficiency. Refer to Bulletin 1851. 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 4<sup>th</sup> grade level is ineligible for a waiver at the 8<sup>th</sup> grade level. (*High Stakes Testing Policy, Revised May 2008*)
- Students with Characteristics of Dyslexia
  - Identifies students are served in a multi-sensory structured language program. They receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program

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

The Vermilion Parish School System will provide intervention/remediation services for students experiencing difficulty in reading in grades K-4 through one or more of the following:

- pull-out services with a research-based program,
- in-class intervention in a small group, and
- before/after school remediation.

Students receiving any of the above services will be monitored every three weeks to ensure student progress. Program services may be modified based on student needs.

## **I. Alternative Schools/Programs/Settings and Adult Education**

1. List the written policies for all alternatives to regular placements.
  - a. Requirements for taking the General Education Development (GED) Test
    1. A student who is not enrolled in K-12 schools and who is 17 years old or older may be authorized to take the GED tests. Students 17 and 18 years of age must enroll in Adult Education classes and qualify to sit for the GED test by passing the Official Half-length GED Practice Test.
    2. To qualify for recommendation to take the GED Test, a student shall enroll in Adult Education classes, take the GED Practice Test, and meet the minimum passing requirements of an overall average standard score of 450 on all five tests with a standard score of 410 on each of the five subtests.
  - b. Pre-GED/Skills Options Program
    1. Available for regular education students and students with disabilities who meet the criteria listed in Section I, #2 listed below:
    2. Students may participate in school activities.
    3. Students will be eligible to participate in graduation ceremonies upon passing the GED Test and/or successfully completing the skills curriculum. The graduation ceremony must be in the year that the eligible students' peers are slated to graduate.

c. 2. Describe any local criteria used for placing students in the Pre-GED/Skills Options Program

The Pre-GED/Skills Options Program will offer both a GED/academic skills component, a career/skills component, and a counseling component. This alternative program provides the exit options of a GED diploma, GED Diploma/Skills Certificate, or a Certificate of Skills Completion.

To be eligible to enter the Pre-GED/Skills Options Program, a student must be 16 years of age on or before September 30 of the entry year or older and meet one of the following:

- Failed 8<sup>th</sup> grade LEAP English Language Arts and/or Mathematics for one or more years;
- Failed the GEE English/Language Arts, Mathematics, Science, or Social Studies portion;
- Participated in alternate assessment;
- Earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, or not more than 15 Carnegie units by age 19;
- Limited English Proficient students shall be considered eligible;

Enrollment is voluntary and requires parent/guardian consent.

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

- a. The Alternative Program, a full-day program for at-risk students who were suspended or expelled/excluded, is designed to continue the educational process in the general curriculum at an alternative school site. The Alternative Program provides an opportunity for an in-school education with the intent of re-introducing the students to their home school. The program will also provide social skills instruction, a behavior management plan, career information, and skills training for gainful employment. Instruction in problem solving and conflict resolution strategies designed to help students avoid future problems upon their return to the normal school setting. Instruction will be based on state standards, benchmarks, and GLEs. The IEP objectives will be implemented for any IDEA students. The grading and reporting procedures are consistent with parish policy.

The Supervisor of Child Welfare and Attendance will assign students to the program under consultation with the principal and parents of the student. Formal contracts with afore-mentioned will be enacted which will reflect the reason why students are assigned, the time require to remain in the Alternative Program, the exit requirements, and the manner in which the student is to conduct himself in order to exit the program.

In order to be considered for membership, a student must meet one of the following entrance criteria:

- Released from a correctional institution
- Released from a mental institution
- Suspended from a school two or more times. NOTE: Students who present a danger to themselves or others on the school campus will be sent immediately to the Alternative Program.

- Suspended from a school for 10 or more days
- Expelled from a school

Exiting from the Alternative Program is contingent upon the successful completion of the required attendance and successful completion of the academic requirements (100 percent of assignments must be completed which in attendance).

Grades earned at the alternative site are reported from the sending school and are based on student work completed under the instructional direction of the Alternative Program teachers.

- b. The Pre-GED/Skills Options Program is a voluntary, alternative to regular education program which is a cooperative effort between special education and regular education. The purpose of this program is to provide successful exit options for students sixteen years on or before September 30 of the entry year or older who cannot earn a regular high school diploma within the standard four-year time period typically allotted students to graduate from high school. In addition to academic skills, the program will also provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or partial completion of certification in one or several work-based skills areas. Entrance criteria are as noted in #2 above.

Instead of completing a minimum of 23 Carnegie units of credit and passing the Graduation Exit Examination, the student enrolled in the Pre-GED/Skills Options Program will be required to pass the GED examination and/or the Skills course offerings to exit with a GED and/or Skills Certificate.

A student who is enrolled in The Pre-GED/Skills Options Program will, if successful, receive a Louisiana Equivalency Diploma and/or Skills Certificate and not a standard Louisiana Diploma. Students will be eligible to participate in graduation ceremonies when they pass the GED exam and/or successfully complete the skills curriculum. Eligible students will be able to participate in graduation ceremonies in the year their peers are slated to graduate.

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. **(Do not include copies of policies identified in Bulletin 741.)**

The Vermilion Parish Adult Education Program affirms adults 17 years of age or older the opportunity to continue their education with the intent of earning the state high school equivalency diploma.

Upon recommendation of the counselor and principal, with approval of parents or guardian, students who are 16 years old and experiencing certain extenuating circumstances may be placed in an adult education program or a vocational-technical program. Persons with disabilities who meet the other requirements will be allowed an equal opportunity to participate in the Adult Education Program.

## **J. Review of Placement**

1. Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc. could initiate an individual review.  
Review of promotion and placement decisions may be initiated by the local board, superintendent, principal, teacher, student, and/or parent/guardian as defined in policies on Due Process, Section E.

Teachers, counselors, principals, and central office personnel (when requested) continually monitor the progress of students as they move up through the grades. The principal of each individual school will monitor documentation and evaluate data and placement decisions on an annual basis. The principal shall be responsible for monitoring promotion/retention policies to ensure uniformity of promotion and placement procedures.

Promotion and placement decisions are noted in writing as part of the student's cumulative file, and may be reviewed upon request by teachers, counselors, parents, principals, and the superintendent.

A parish committee will review the placement of students if requested by a parent/guardian of the child, the teacher, or the principal of the school. The parish committee shall be composed of the following: curriculum supervisor, principal of the school attended by the student, student's classroom teacher(s), and the parent/guardian. A student, parent/guardian, teacher, and/or superintendent may request through the principal a review of a student's placement prior to the first day of school each year. Parent/guardian may review his child's cumulative records only. If a consensus is not reached, an appeal may be made to the superintendent and then to the school board.

Any student who does not meet the promotion criteria due to academic issues addressed in Pupil Progression will be referred to SBLC for review of placement. In accordance with state law, attendance issues are to be reviewed by the principal, not by SBLC.

In the event SBLC recommends an exception to the Pupil Progression promotion policy, results and findings will be forwarded to the Parish Level Committee for review of compliance with the local Pupil Progression Plan.

Placement of students identified as exceptional and served in special education is reviewed annually as part of the IEP conference mandated in the regulations for Bulletin 1706. Additionally, a review may be initiated by either the parent or school personnel prior to prescribed anniversary date if either feels that such a conference is needed.

## **K. Records and Reports**

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

- a. Vermilion Parish shall maintain permanent records of each student's placement K-12. The permanent cumulative record is the official record which is part of the student's cumulative record file.
- b. When a decision is made to retain a student, a record will be maintained to reflect that the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in Section III, Due Process.
- c. Records and reports that relate to pupil progress include:
  1. Cumulative card which includes family information, birth date, course grades, attendance, promotion information, and grouping or placement information.
  2. Final copies of the Student's Report Card for all grades that will include all of the following that apply: Course grades for six-weeks periods, semester grades, and session grades.
  3. Grade books shall be maintained that accurately reflect report card grades. A minimum of five grades will be recorded per six weeks grading period. These grade books shall be maintained at the school at the completion of the school year.
  4. Report cards (Grades 1-12) are sent home once each six weeks. Kindergarten students receive report cards every nine weeks.
  5. Student's records for the purposes of these Guidelines shall include the following:
    - a. Course grades;
    - b. Scores on the Louisiana Educational Assessment Program;
    - c. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
    - d. Information (or reasons) for student placement (See definition of placement);
    - e. Documentation of results of student participation in remedial and alternative programs;
    - f. Special education documents as specified in the approved Individuals with Disabilities Education Act, (IDEA), Part B, LEA application;
    - g. Copy of the letter informing the parent of either the placement of the student in or removal of the student from a remedial program;
    - h. A signed letter indicating parents and students refusal of the remedial program;
    - i. Copy of the parent's/guardian's written consent for either the student to be placed in or removed from the alternative program to regular placement;
    - j. Documentation of SBLC procedures and actions regarding qualified students under Section 504 of the Rehabilitation Act of 1973; and
    - k. Copy of the letter documenting that the parent/guardian was informed in writing of the system's due process procedure relating to placement decisions.
    - l. Note: Refer to Bulletin 741, §Student Records.

## L. Due Process

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

Due process as related to student placement may be initiated by an individual student, parent, and/or teacher. Due process policies apply to all regular and special education students. If an appeal concerning placement is made by a student, parent/guardian, and/or teacher, it shall follow the proper lines of authority as outlined in the established grievance procedures of Vermilion Parish.

- a. Regular education students

Due process involving placement in grades K-12 may be initiated by an individual student, parent/guardian, and/or teacher. If a question arises concerning a grade involved in placement, the first person to be contacted shall be the teacher. If an appeal is to be made by a student, parent/guardian, and/or teacher, it shall be made to the principal who, in turn, will involve the teacher(s), student, and parent/guardian concerned. An appeal may be made to the principal who may convene a School Building Level Committee to review the placement. Upon the request of any of the concerned parties, the parish committee may be consulted. If one is still dissatisfied, an appeal is made to the superintendent of the school district. A further appeal may then be brought to the local school board.

- b. Student with disabilities

Placement responsibilities for LEA's are identified by Title 28 Part XLIII Bulletin 1706 subpart A section 440. Children with exceptionalities maintain their due process rights throughout the placement process. These due process rights are outlined in the Louisiana's Educational Rights of Children with Exceptionalities in Public Schools, Handbook by the Louisiana Department of Education, Revised May 2004, Addendum September 2005.

- c. Section 504 students

Placement of 504 students is overseen by the policies and procedures identified in the Vermilion Parish SBLC Handbook, Revised 2004. Due procedures are outlined in Part B.

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

Students with characteristics of dyslexia are served in multi-sensory structured language program. Students may receive instruction in the basal and/or the MSL program. If instruction is provided in the MSL program only, grades are derived from that program rather than the basal program.

A student with a disability who is participating in LEAP testing will address state content standards with modifications and accommodations in time, methods, and materials designed to assist them in mastery of these standards. The specific grade-level standards, which the individual student will address, should be reflected in that student's Individualized Education Program (IEP). If the student is addressing content standards below grade level placement, the comment, "modified grade" or "s/u" grading may be used denoting below grade level. This should be noted on the student's IEP and on the report card. Instruction may take place in a regular classroom, resource room, self-contained room, home based, or hospital setting. The grading scale should be comparable to that of non-disabled students in general education classes if addressing

the same content standards. The decision for programming, modifications, and accommodations must be reflected in the student's Individual Educational Plan (IEP). Exceptional students participating in LEAP must be provided with significant accommodations in the classroom and during testing as noted in the student's IEP.

## SECTION IV

### REMEDIATION

#### Legal Authorization

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

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

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

#### **Purpose**

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

#### **State Mandatory Requirements**

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

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

Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.

Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.

Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.

Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.

Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.

Remediation is recommended for 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

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

## Local Program Development and Evaluation

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

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

### I. School Year Remediation Program

#### A. Program Objectives

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

- At least 80% of the eligible students will participate in the LEAP Intervention/Remediation Program during the school year.
- Of those students who participated in the English Language Arts component of the LEAP Intervention/Remediation Program, 50% will score at or above the Basic Achievement level on the English Language Arts component of the Spring LEAP test.
- Of those students who participated in the Mathematics Component of the LEAP School Year Intervention/Remediation Program, 40% will score at or above the Basic Achievement level on the Mathematics Component of the Spring LEAP test.
- Intervention/remediation will be offered to students who scored at the unsatisfactory level on the grade 4 or grade 8 Science and Social Studies test.

## B. Program Description

1. Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for school year intervention/remediation.  
All students who scored at the unsatisfactory or Approaching Basic achievement level on the third grade iLEAP and the seventh grade iLEAP in English Language Arts and Mathematics, as well as students who are repeating 4<sup>th</sup> and 8<sup>th</sup> grade as a result of failing LEAP will be offered remediation.
2. Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?  
The pupil/teacher ratio will be a maximum of twenty students per teacher, but all efforts will be made to maintain a lower pupil teacher ratio of fifteen students per teacher.
3. Does the district suggest or require a minimum number of hours each school should provide remediation services to its eligible students? If so, what is the minimum?  
Eligible students will be offered 40 hours of remediation in English Language Arts and 40 hours of remediation in Mathematics.
4. Approximately when will the school year intervention/remediation programs begin in your district?  
August 17, 2009
5. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the school year intervention/remediation.  
Certified teachers are selected by the principal of each school.  
Paraprofessionals are not utilized to provide instruction in the school year intervention/remediation.
6. Describe the materials and methodology to be used throughout the district in school year intervention/remediation.  
An individual plan of instruction for each student in the intervention/remediation program will be developed based on the student's iLEAP Individual Student Report. Mastery of pre-requisite skills in the area of deficiency shall be included in the instruction. Remedial methods and material will supplement and reinforce methods and material used in the regular program. The Comprehensive Curriculum and the LEAP Teacher's Guide to LEAP Assessment will be used. Specially designed instruction will be implemented based on the needs of the students.  
Remediation/intervention services will be provided in Science and Social Studies through extra attention to the students who need it, LEAP Teacher's Assessment guides and released test items will be used as resources for whole class review and small group instruction.
7. Describe the form of documentation collected from students'/parents' who refuse school year remediation services.  
Any parent who refuses remediation for their child will be required to sign an approved parish refusal form.

## C. Coordination of Funds

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

The funds used for this program will be the LEAP Remediation grant, Education Excellence Funds, and the local General Fund.

## D. Evaluation

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

The scores of the students who received services will be analyzed to determine the percent of students who achieved proficiency on the LEAP test.

## II. Summer Remediation Program

### A. Program Objectives

List the objectives for your summer remediation program.

At least 80% of the eligible students will participate in the LEAP Summer Remediation Program.

Of those students who participated in the English Language Arts component of the LEAP Summer Remediation Program, 50% will score at or above the Basic achievement level on the English Language Arts component of the Summer LEAP test.

Of those students who participated in the Mathematics component of the LEAP Summer Remediation Program, 40% will score at or above the Basic Achievement level on the Mathematics component of the Summer LEAP test.

### B. Program Description

1. Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.  
Any student in 4<sup>th</sup> and 8<sup>th</sup> grades who scored at the Approaching Basic or Unsatisfactory achievement levels on the LEAP Spring test.
2. Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?  
The pupil/teacher ratio will be a maximum of twenty students per teacher, but all efforts will be made to maintain a lower pupil teacher ratio of fifteen students per teacher.
3. Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4<sup>th</sup> and 8<sup>th</sup> grade levels.  
English Language Arts and Mathematics summer remediation classes for 4<sup>th</sup> and 8<sup>th</sup> grades will be offered for three hours each day for seventeen days from June 2 – 24, 2009. This totals 51 hours during the summer remediation program in both English Language Arts and Mathematics.

4. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the summer remediation. Please be reminded that all teachers selected must be certified.  
Teachers are interviewed by a committee and only teachers who are highly qualified and certified in the areas of English Language Arts and Mathematics will be selected to provide intervention/remediation services.
5. Describe the materials and methodology to be used throughout the district in summer remediation.  
An individual plan of instruction for each student in the intervention/remediation program will be developed based on the student's LEAP Individual Student Report. Mastery of pre-requisite skills in the area of deficiency shall be included in the instruction. Remedial methods and material will supplement and reinforce methods and material used in the regular program. The Comprehensive Curriculum and the LEAP Teacher's Guide to LEAP Assessment will be used. Specially designed instruction will be implemented based on the needs of the students.
6. Describe the form of documentation collected for students' and parents' who refuse summer remediation services  
Any parent who refuses remediation for their child will be required to sign an approved parish refusal form.

### **C. Coordination of Funds**

1. Describe the district's plan for coordination of state, federal, and local funds for summer remediation.  
The funds used for this program are the LEAP Remediation grant and the local General Fund.

### **D. Evaluation**

1. Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.  
The scores of the students who received services will be analyzed to determine the percent of students who achieved proficiency on the LEAP test.

## **III. GEE Remediation**

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

Please describe the GEE remediation provided for students. Include the following:

### **A. Program Objectives**

Fifty-percent of the students receiving remediation in English Language Arts, Mathematics, science or social studies, will attain the Approaching Basic achievement level. The intent of remedial education programs is to improve student achievement in the grade appropriate skills identified as deficient on the state's criterion-referenced testing program. Beyond the goal of student achievement in

grade appropriate skills, additional goals are to give students a sense of success and prevent alienation and early departure from school.

## **B. Program Description**

### **1. Student selection criteria**

Any student who did not attain the Approaching Basic achievement level on the Graduation Exit Examination in English Language Arts and mathematics and in Science and Social Studies will be eligible for remediation.

### **2. Pupil/Teacher ratio**

Class size is limited to no more than 15 students per teacher per class.

### **3. Instructional time**

The GEE Fall, Spring, and Summer Remediation Program will provide instruction to include standards-based instructional activities and assessments designed to assist students in learning the English Language Arts, mathematics, science, and social studies content in order to score Approaching Basic on the GEE. Instruction will be based on the State Content Standards and the rigor of the GEE. Instruction shall be based on student deficits as listed on the Parent Letter and/or Individual Student Report.

### **4. Selection criteria for teachers and/or paraprofessionals**

Only certified, highly qualified teachers will be assigned to teach remediation courses in each of the subject areas of English Language Arts, mathematics, science, and social studies.

### **5. Materials and methodology to be used**

Instruction is based on the GEE Individual Student Report and/or Parent Letter. Teachers will use the GEE Teachers Assessment Guides. Teachers are required to have daily lesson plans and must maintain a folder on each student to include student work, assessment and attendance. Materials utilized will aid teachers and students in methods, strategies and content acquisition. Mastery of the prerequisite skill shall be included in instruction.

### **6. Program type – Examples (Remediation Courses, After-school tutoring, Saturday tutoring, summer school, other)**

#### List all that apply

Vermilion Parish offers three sessions of GEE Remediation – a Fall Session, Spring Session, and Summer Session. A minimum of 50 hours of instructional remediation will be offered for the fall, spring, and summer sessions.

Classes for the GEE Fall Remediation Session will be held from August 22, 2009, through October 17, 2009. The fall session is a combination of after school and Saturday classes. For example a student attends English Language Arts on Monday and Tuesday after school and Saturday for two and a half hours each session.

Classes for the GEE Spring Remediation Session will be held from January 9, 2010, through April 10, 2010, for a total of twelve Saturdays at four hours and ten minutes per Saturday for a total of fifty hours.

Classes for the GEE Summer Remediation Session will be held from June 1, 2010, through June 24, 2010, for a total of eighteen days at three hours per class.

Students will not be able to receive Carnegie credit for attending at least forty hours during the summer session.

7. Documentation of students' and parents' refusal to accept remediation  
A Parent and Student Notice will be sent to all students stating available remediation services. The student and parent must sign a waiver refusing/declining remediation services.

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

The funds used for this program will be the 8(g) GEE Remediation grant and local funds

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

The scores of the students who received services will be analyzed to determine the percent of students who achieved proficiency on the GEE test.

# APPENDIX A

**This section should include the following:**

## **Definition of Terms**

- A list of state terms as outlined in the Guidelines.
  1. Acceleration: Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include gifted students 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 programs which are not required to address the State Content Standards.
  4. Content Standards: Statements of what we expect students to know and be able to do in various content areas.
  5. Louisiana Educational Assessment Program (LEAP): The state's testing program that includes the grades 3, 5, 6, 7, and 9 Louisiana Norm-referenced Testing Program; the grade 4 and 9 Criterion-reference Testing Program including English language arts, mathematics, social studies and science and the Graduate Exit Examination (English language Arts, mathematics, written composition, science, and social studies).
  6. LEAP Summer School: The summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP test in English/Language Art or Mathematics.
  7. Promotion: A pupil's placement from a lower to a higher level 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 board and which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program, and which supplements the content standards approved by the State board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she can be recommended for promotion." (Act 408)
  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 students with disabilities and Limited English Proficient students, to overcome educational deficits identified through the LEAP Testing and other criteria.
  11. Remediation: See Remedial Programs
  12. Retention: Non-promotion of a pupil from a lower to a higher grade.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local Plan.)
  1. Academically Able (foreign language): An academically able student for the purpose of foreign language instruction is one who is performing at grade level as defined in

this plan and who has passed the Louisiana Education Assessment Program (LEAP) test when applicable to that student.

2. School Building Level Committee: A committee designated by the principal to review and make placement decisions. This committee will consist of the teacher(s) involved, the principal, a teacher of the same grade level and/or subject area and/or other professional personnel assigned by the principal.
  3. Grade Level: A student, who has met the local criteria for passing the grade which includes passing the appropriate LEAP tests, is on grade level.
- Additional information that you wish to add would begin with Appendix B.

# APPENDIX B

## I ATTENDANCE CRITERIA

Elementary students (K-8) must be present a minimum of one hundred sixty-six (166) days per year to be eligible for promotion. An elementary student can miss no more than fourteen (14) days per year to be eligible for promotion. At the end of the school year, the school will determine if promotion is denied.

High school students must be present a minimum of eighty-three (83) days in a semester course or one hundred sixty-six (166) days in a full year course to be eligible to receive credit for courses taken. High school students can miss no more than seven (7) days in a semester course or fourteen (14) days in a full year course to be eligible for credit. At the end of the semester or school year, the school will determine if credit is to be granted for semester/full year courses.

All absences (temporarily excused, excused, unexcused and/or suspension) are counted (except extenuating circumstances and doctor's excuses) in carrying out the following state and parish guidelines for high school and elementary students. Those students who have been denied credit will have the opportunity to appeal by appearing with their parent/guardian before the Vermilion Parish Attendance Review Panel within one week after the end of the first semester or two weeks after the end of the school year.

Excuses for all absences in written form must be presented to the school administrator within three school days of the student's return to school. Excuses submitted after three school days will not be accepted. After three school days, no exceptions will be made. All documentation of absences (temporarily excused, excused, unexcused and/or suspension) must be kept on file at the school level.

### Extenuating Circumstances

2.055.05 The only exception to the attendance regulations shall be the delineated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. Refer to R.S. 17:226.

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

For any extenuating circumstances parents/legal guardians must make a formal appeal in accordance with the due process procedures established by the local school system.

### Extenuating Circumstances

1. Extended personal, physical or emotional illness as verified by a physician or dentist
2. Extended hospital stay as verified by a physician or dentist
3. Extended recuperation from an accident as verified by a physician or dentist
4. Extended contagious disease within a family as verified by a physician or dentist

The only other exception to the attendance regulation shall be other absences that are verified by the Principal or designee as follows:

1. Prior school system approved travel for education
2. Death in the family (not to exceed one week)
3. Natural catastrophe and/or disaster
4. Court ordered subpoenas or documented legal matters.

## 5. Absences Due to School Approved Activities

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

### Types of Absences

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

### Temporarily Excused Absences

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

### Unexcused Absences

2.055.10 Students shall not be excused for any absence other than those listed in standard 2.055.09, and shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

2.055.11 Students shall not be excused from school to work on any job including agriculture and domestic service, even in their own homes or for their own parents or tutors.

## II MAKE-UP TESTS AND MAKE-UP ASSIGNMENTS (EXCUSED ABSENCES)

Before a student reports to class following an absence, the student must report to the principal or his designee for an admit slip stating excused or unexcused. All excuses, either parent/guardian or physician, must be presented to the principal or his designee within three (3) days of the student's return to school for determination of excused or unexcused status. Excuses returned after three (3) days will not be accepted and will be considered unexcused. Specific reason(s) must be given in writing for the absence. After three (3) school days no exceptions will be made.

1. Misses day of test and/or day of assignment due  
The student will take the test and/or turn in the assignment due on the day he returns. The grade will be officially recorded upon receipt of an excused absence within three (3) days of his return to school.
2. Misses more than one (1) day of school  
The student will have a corresponding number of days to make-up tests and/or work. Example: student is absent for two (2) days, student will have two (2) days to make-up test and/or work from day he returns to school. Grades will be officially recorded upon receipt of an excused absence within three (3) days of his return to school.
3. Extended time for make-up tests and/or assignments will be at the discretion of the teacher with advisement from the principal and guidance counselor.

### III. MINIMUM COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

#### E. Minimum Course Requirements for High School Graduation

- For incoming freshmen prior to 2008-2009, the minimum course requirements for graduation shall be the following:

<b>English</b>	<b>4 units</b>
Shall be English I, II, and III, in consecutive order; and English IV or Business English.	
<b>Mathematics</b>	<b>3 units</b>
(Effective for incoming freshmen 2005-2006 and beyond.)	
All students must complete one of the following:	
<ul style="list-style-type: none"> <li>• Algebra I (1 unit) or</li> <li>• Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units) or</li> <li>• Integrated Mathematics I (1 unit)</li> </ul>	
The remaining unit(s) shall come from the following:	
Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.	
(Effective for incoming freshmen 1997-98 through 2004-2005)	
Shall be selected from the following courses and may include a maximum of 2 entry level courses (designated by E): Introductory Algebra/Geometry (E), Algebra I-Part 1 (E), Algebra I-Part 2, Integrated Mathematics I (E), Integrated Mathematics II, Integrated Mathematics III, Applied Mathematics I (E), Applied Mathematics II, Applied Mathematics III, Algebra I (E), Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics	

<b>Science</b>	<b>3 units</b>
Shall be the following:	
1 unit of 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 courses:	
Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the physical science cluster, or a locally initiated science elective.	
<ul style="list-style-type: none"> <li>• Students may not take both Integrated Science and Physical Science</li> <li>• Agriscience I is a prerequisite for Agriscience II and is an elective course.</li> </ul>	
<b>Social Studies</b>	<b>3 units</b>
Shall be American History, 1/2 unit of Civics or AP American Government, 1/2 unit of Free Enterprise; and 1 of the following: World History, World Geography, Western Civilization, or AP European History.	
<b>Health Education</b>	<b>1/2 unit</b>
<b>Physical Education</b>	<b>1 1/2 units</b>
Shall be 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.	
<b>Electives</b>	<b>8 units</b>
<b>TOTAL</b>	<b>23 units</b>

2. For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana Core Curriculum, the minimum course requirements for graduation shall be the following:

<b>English</b>	<b>4 units</b>
Shall be English I, II, and III, and English IV or Senior Applications in English	
<b>Mathematics</b>	<b>4 units</b>
Algebra I (1 unit) or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units)	
Geometry	
The remaining units shall come from the following: Algebra II, Financial Mathematics, Senior Applications in Math, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally initiated elective approved by BESE as a math substitute.	
<b>Science</b>	<b>3 units</b>
Shall be the following:	
1 unit of 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 courses:	
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 locally initiated elective approved by BESE as a science substitute.	
<ul style="list-style-type: none"> <li>• Students may not take both Integrated Science and Physical Science</li> <li>• Agriscience I is a prerequisite for Agriscience II and is an elective course.</li> </ul>	
<b>Social Studies</b>	<b>3 units</b>
Shall be American History, 1/2 unit of Civics or AP American Government, 1/2 unit of Free Enterprise; and 1 of the following: World History, World Geography, Western Civilization, or AP European History.	

<b>Health Education</b>	<b>1/2 unit</b>
<b>Physical Education</b>	<b>1 1/2 units</b>
Shall be 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.	
<b>Electives</b>	<b>8 units</b>
<b>TOTAL</b>	<b>24 units</b>

3. For incoming freshmen in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, the minimum course requirements shall be the following:

<b>English</b>	<b>4 Units</b>
Shall be English I, II, III, and English IV	
<b>Mathematics</b>	<b>4 Units</b>
Algebra I (1 unit) or Algebra I-Pt. 2 Geometry Algebra II The remaining unit shall come from the following: Financial Mathematics, Senior Applications in Math, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally-initiated elective approved by BESE as a math substitute.	
<b>Science</b>	<b>4 Units</b>
Shall be the following: 1 unit of Biology 1 unit of Chemistry 2 units from the following courses: 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 locally initiated elective approved by BESE as a science substitute. <ul style="list-style-type: none"> <li>• Students may not take both Integrated Science and Physical Science</li> <li>• Agriscience I is a prerequisite for Agriscience II and is an elective course.</li> </ul> A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the 4th required science unit	

<b>Social Studies</b>	<b>4 Units</b>
Shall be the following 1/2 unit of Civics or AP American Government 1/2 unit of Free Enterprise 1 unit of 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, Law Studies, Psychology, Sociology, or African American Studies. A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the 4th required social studies unit.	
<b>Health Education</b>	<b>½ Unit</b>
<b>Physical Education</b>	<b>1 ½ Units</b>
Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of four units of Physical Education may be used toward graduation. NOTE: The substitution of JROTC is permissible.	
<b>Foreign Language</b>	<b>2 Units</b>
Shall be 2 units in the same foreign language or 2 Speech courses	
<b>Arts</b>	<b>1 Unit</b>
1 unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts. A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the required applied arts unit.	
<b>Electives</b>	<b>3 Units</b>
<b>TOTAL</b>	<b>24 Units</b>

#### IV. ALTERNATIVE PROGRAM

##### A. General Description

The Alternative Program for a suspended or an expelled/excluded student is designed to continue the educational process in the general curriculum at an alternative school site.

The goals for providing alternative approaches for suspended, expelled, and excluded students are as follows:

- To reduce the number of suspended, expelled, and excluded students
- To enroll the students at an alternative site
- To develop the academic and social skills for the students in order that they may re-enter the normal school setting
- To develop in the students the social and civic skills necessary to become responsible citizens of the community
- To protect the rights of all students so that learning can take place in a safe, disciplined school
- To provide general education services

The Vermilion Parish School System cooperates with the local law enforcement officers and the judicial system in coordinating efforts to make responsible citizens of suspended, expelled, and excluded students. The school system is responsible for the instruction of these students at the alternative site. The law enforcement officer is primarily responsible for discipline at the alternative site and for acting as a liaison between the parents and as a liaison between the student and the judicial system. The judicial system is responsible for the civic integrity of the student once he/she leaves the alternative site prematurely. In this manner, the three strongest advocates of order in society cooperate to redirect these students.

##### B. Program Description

The Alternative Program is a full-day program for At-Risk students who are expelled or suspended from regular classes. The program establishes an alternative site for these students and requires that they complete classes at the site before they can return to their own schools.

They will obtain instruction in problem solving and conflict resolution strategies that will help them to avoid future problems when they return to the normal school setting.

- The Alternative Program provides an in-school education to elementary and high school students who have been suspended, expelled, or excluded with the intent of re-introducing the students to their home school.
- This program will provide an opportunity for the students to earn credits without being forced out-of-school due to suspensions or expulsions.
- In addition to academic skills, the program will also provide social skill instruction, a structured behavior management plan, career information, and training in skills to earn gainful employment upon

graduation.

- The Supervisor of Child Welfare and Attendance will assign students to the program under consultation with the principal and parents of the student. Formal contracts with the afore-mentioned will be enacted which will reflect the reason why students are assigned, the time required to remain in the Alternative

Program, the exit requirements, and the manner in which the student is to conduct himself in order to exit the program.

#### C. Eligibility Criteria

In order to be considered for membership, a student must meet one of the following Criteria:

- Released from a correctional institution
- Released from a mental institution
- Suspended from a school two or more times. NOTE: Students who present a danger to themselves or others on the school campus will be sent immediately to the Alternative Program
- Suspended from a school for 10 or more days
- Expelled from a school
- In School Expulsion
- The Alternative Program Facilitator will maintain administrative control for the discretionary return of school's compliant students.
- Students enrolled in the Alternative Program will remain based at their home school, will be included in school accountability, and will be required to take all parts of the LEAP, IOWA, and GEE tests or participate in alternate assessments.

#### D. Exit Criteria

Exiting from the Alternative Program is contingent upon the successful completion of the required attendance and successful completion of the academic requirements (100 percent of assignments given to students must be completed while in attendance).

#### E. Program Components

The lesson plans from individual schools sent to the Alternative School will be consistent with Bulletin 741 and Bulletin 1706 guidelines. Certified teachers in the Alternative Program implement the lesson plans. The Alternative Program is an extension of the regular school curriculum, through direct and guided instruction, thus it is not a separate and independent curriculum from the Vermilion Parish School's regular/special education curricula and will be implemented in the following manner:

- Direct instruction in a one-on-one presentation
- Guided instruction in a small group situation
- Educational support supplied by special education staff; i.e. school psychologist, social worker, etc.
- Individual lesson plans and IEP's are implemented as written with supplemental assignments from the Alternative Staff to support the individual learner objectives

- Banks of computers equipped with appropriate software adjusted to LEAP and IOWA content standards are to be used by the students when necessary
- The Alternative Program implements the lesson plans from an approved secondary school. When appropriate, the work produced by students to address Carnegie units is forwarded to the sending school for the awarding of Carnegie Units

The grading and reporting procedures of the Vermilion Parish School Board found in the Pupil Progression Plan are followed. The Alternative Program provides instruction consistent with school expectations by the sending teacher. Grades are reported from the sending school based on student work completed under the instructional direction of the Alternative Program teachers.

## V. PRE-GED/SKILLS OPTIONS PROGRAM

### A. General Description

- The Pre-GED/Skills Options Program is a voluntary, alternative to regular education program which is a cooperative effort between special education and regular education. The purpose of this program is to provide successful exit options for students sixteen years on or before September 30 of the entry year or older who cannot earn a regular high school diploma within the standard four-year time period typically allotted students to graduate from high school. In addition to academic skills, the program will also provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or partial completion of certification in one or several work-based skills areas.
- Prior to entry into the program, the special education coordinator, principal, or guidance counselor will schedule and conduct a parent/student conference to explain the Pre-GED/Skills Options Program and obtain written parental/adult student consent. The Parental/Guardian and/or Adult Student Consent Form for the Pre-GED/Skills Options will be used for explanation and consent purposes. If the eligible Options student is an identified special education student, an IEP conference will also be scheduled and held. The IEP will be written to reflect the student's Options programming needs along with his/her special needs.

### B. Eligibility Criteria

- In order to be considered for placement in the Pre-GED/Skills Options Program

- A student must be sixteen years of age on or before September 30 of the entry year or older AND MEETS ONE OF THE FOLLOWING
  - Shall have failed LEAP English Language Arts and/or Math eighth grade test for one or two years;
  - Shall have failed English Language Arts, Math, Science and /or Social Studies portion of the GEE;
  - Shall have participated in alternate assessment;
  - Shall have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, or not more than 15 Carnegie units by age 19;
  - Students with Limited English Proficiency shall be considered eligible for the Pre-GED/Skills Option Program;

Enrollment is voluntary and requires parent/guardian consent.

- A student enrolled in the Pre-GED/Skills Options Program will be included in school accountability and will be required to take the grade 9 iLEAP Tests.

#### C. Program Components

- The Pre-GED/Skills Options Program will offer both a GED/academic component and a career/skills component. Successful completion of academic course work will lead to the passage of the GED exam. The academic course of study will include GED Reading, GED Math, GED English, and a combination course of GED Science/Social Studies. A skills component will also be included.
- The skills component outcome will be a Certificate of Skills Completion. The student will be able to earn a GED Diploma, GED Diploma/Skills Certificate, or simply a Certificate of Skills Completion.
- The GED/academic component of the program will be taught for four hours each school day. The skills component will be offered for three hours and will, depending on the option selected by the student, be taught at the high school campus, technical college, or work site.

#### D. Educational Support Services

- The students enrolled in the Pre-GED/Skills Options Program have the same opportunity for guidance services and counseling in the high school as students enrolled in the regular curriculum. The guidance counselor assists in the selection of electives, scheduling,
- Placement of students, and reviewing and interpreting test scores. Additional educational support services may include individualized instruction, peer tutoring, study guides, and specialized instructional material.
- In accordance with the provisions of Career Opinion Law (1977), a flexible, individual career and academic five-year educational plan is developed for each student in the eighth grade. As students qualify to enter the Pre-GED/Skills Options Program, the plan will be upgraded to reflect the Pre-GED Skills Option component. Parents, students, and a representative of the school will meet annually to update the plan. A vocational assessment will be administered to each student enrolled in the Pre-GED/Skills Options Program. The results of this assessment will

be used to help structure the individual student's Pre-GED curriculum.

#### E. Exit Criteria

- Instead of completing a minimum of 23 Carnegie units of credit and passing the Graduation Exit Examination, the student enrolled in the Pre-GED/Skills Option Program will be required to pass the GED examination and/or the Skills course offerings to exit with a GED and/or Skills Certificate.

A student who is enrolled in the Pre-GED/Skills Options Program will, if successful, receive a Louisiana Equivalency Diploma and/or Skills Certificate and not a standard Louisiana Diploma. Students will be eligible to participate in graduation ceremonies when they pass the GED exam and/or successfully complete the skills curriculum. Eligible students will be able to participate in graduation ceremonies in the year their peers are slated to graduate. Individual students may be considered on a case-by-case basis to re-enter the regular program.