

Pupil Progression Plan

for

Vermilion Parish School System

for

2010-2011

Submitted to Louisiana Department of Education

September 16, 2010

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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



Dexter Callahan
School Board President

9/16/10

Date

9/16/10

Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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(Primary Signature)


(Date)

PUPIL PROGRESSION PLAN COMMITTEE
2010-2011

| | |
|--|--|
| 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 Special Education Coordinator Special Education Coordinator | Larry Gage Sue Richard Brenda Burleigh Sharron Pillette |
| 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 | Connie Crochet Selena Vincent Veronica Miller Angienette Fontenot Janise Hardy |

Appointed by School Board June 17, 2010.

DOCUMENTATION OF INPUT

PUBLIC NOTICE

PUBLIC NOTICE

The Vermilion Parish School Board Pupil Progression Plan Document will be on display in the office of Mr. Robert Rizzuto, Assistant Superintendent of Curriculum and Instruction, 216 South Jefferson Street, Abbeville, Louisiana, 70510, during the hours of 8:00 a.m. – 4:30 p.m. each day beginning Monday, September 6, 2010, through Thursday, September 16, 2010.



Randy Schexnayder
Superintendent
Vermilion Parish Schools

Publication Dates:

Abbeville Meridional – September 6, 7, 8, 9, 10, 12, 14, 15, and 16, 2010

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 (Bulletin 1566) revised March 2010.

A. Kindergarten and First Grade Entrance Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria: (Bulletin 741 §1107 B.)
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

B. Kindergarten Screening

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

C. Attendance Policy

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

D. Requirements of the Louisiana Educational Assessment Program

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

6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC). (Bulletin 1566 §505 A.)
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for an LEP student. An LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

E. Elementary Program of Studies Requirements

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

F. Carnegie Credit Time Requirements

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

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

G. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A high school diploma cannot be denied to a student who meets the minimum state graduation requirements. (Bulletin 741 §2313)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - Students who entered the ninth grade prior to 2008-2009,
 - Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
 - Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year, who scored at least at the *Approaching Basic* level on either the English language arts or mathematics component of the eighth grade LEAP test, and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled, may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
 - The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.
 - The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scale for course work required for completion of the eighth grade.
 - Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.
 - Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.
 - A student must participate in a dropout prevention and mentoring program during his first year in high school as approved by the BESE. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:
 - An academic catch-up component to address all the area(s) of student deficiency,

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

impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

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

H. Scheduling

- A. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
 1. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
- B. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.
 1. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 2. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
- C. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for meeting curricular requirements.

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the

central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

J. Transfer Students

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

Transfer policies for students with disabilities

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

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

K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.

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

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

L. Alternative Schools/Programs/Settings

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

M. Review of Placement

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

N. Policies on Records and Reports

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

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

O. Policies on Due Process

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

P. Legislative Guidelines

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

PUPIL PROGRESSION PLAN ADDENDUM
SECTION II
STATEWIDE MANDATORY CRITERIA

End-of-Course Test Grading Policy

1. For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirements below to earn a standard diploma.

- a. Students must pass three End-of-Course Tests in the following categories:
 - i. English II or English III;
 - ii. Algebra I or Geometry;
 - iii. Biology or American History.
- b. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - i. The EOC test score shall count a percentage of the student's final grade for the course.
 - ii. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
 - iii. The grades assigned for the EOC test achievement levels shall be as follows

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

- iv. The DOE will provide conversion charts for various grading scales used by LEAs.

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 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

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:

- b. Students must attain 80% proficiency in the skill categories of reading, mathematics, and writing on the Vermilion Parish Kindergarten Inventory of Skills and Development.
- c. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 $\frac{1}{2}$ (one-half) is always considered a whole.

- d. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 $\frac{1}{2}$ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 $\frac{1}{2}$ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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. A first time 4th grade student must score 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 to meet the LEAP promotional (passing) standard). All placement and promotion requirements for 4th 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 $\frac{1}{2}$ (one-half) is always considered a whole.
- e. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 $\frac{1}{2}$ (one-half) is always considered a whole.
- d. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 or through the district credit recovery summer program. The principal must approve of the student’s registration for removal of deficiencies.
- f. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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 $\frac{1}{2}$ (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 or through the district credit recovery summer program. The principal must approve of the student’s registration for removal of deficiencies.

- e. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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. A first time 8th grade student must score 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 to meet the LEAP promotional (passing) standard). All placement and promotion requirements for 8th 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 ½ (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 or through the district credit recovery summer program. The principal must approve of the student’s registration for removal of deficiencies.
- f. Students shall be in attendance a minimum of 165 instructional days a school year. Students can be absent no more than 12 instructional 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. This applies to students who entered high school prior to the 2010-2011 school year.
- 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* may qualify for a GEE/LAA 2/EOC waiver. To qualify for the waiver, students must continue to test in the required content areas of GEE/LAA 2/EOC through the February Seniors Only retest in grade 12. The waiver requirements are: The student must have passed two of the three required components of the GEE/LAA 2/EOC, participated in all testing and remediation opportunities available, and have documented evidence that the student's disability significantly impacts his/her ability to pass the remaining GEE/LAA 2/EOC component. Documentation that the waiver requirements have been met must be submitted to the Louisiana Department of Education for approval.
- g. Prior to or upon the student's entering high school, the school shall notify each student and his/her parents or guardians of the requirement of passing GEE or EOC.
- Students transferring to any high school shall be notified by the school of the requirement of passing GEE or EOC 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. Semester Exams

A cumulative semester exam in all subject areas is mandatory. Study Guides for the semester exams will be furnished to students at least two weeks prior to the exam.

The semester exam will be weighted 25% of the total of the third six-weeks and the sixth six-weeks grade. For the 2010-2011 school year, the second semester cumulative exam will not be administered in the courses of Algebra I, English II and Geometry.

NOTE: Refer to “k” for an explanation of how to determine the final grade for students enrolled in Algebra I, English II and Geometry.

j. Determining the Third Six-Weeks and the Sixth Six-Weeks Grade

A category, for example EXAM, will be created in the grade book with a weight of 25%. This category will be used only for the assignment created for entering the semester exam grade. Another category, for example MP Grade, will be created with a weight of 75% to be used for all other assignment/grades. Because the total of all weighting must be 100%, the total of all weight categories used in the third six-weeks and the sixth six-weeks marking periods must be 75% to accommodate the semester exam weight at 25%.

k. 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.

For a course in which a student is enrolled for $\frac{1}{2}$ (one-half) credit, the average of the three six-weeks grades shall be used in determining the final grade.

| | | | |
|----------|---------------------------|----------------|---|
| Example: | 1 st six weeks | 94% | A |
| | 2 nd six weeks | 89% | B |
| | 3 rd 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 st six weeks | A | 94 |
| | 2 nd six weeks | C | 75 |
| | 3 rd six weeks | B | 86 |
| | 4 th six weeks | C | 80 |
| | 5 th six weeks | D | 66 |
| | 6 th six weeks | C | <u>79</u> |
| | Total | | 480/6 = 80% = C |
| | Session Grade | | C = 80% |

Student Grading Policy for the EOC test: The EOC test score for Algebra I, English II and Geometry shall count for 16 percent of the student's final grade for the 2010-2011 school year.

The incorporation of the EOC test score as a percentage of the student's final grade will be as follows:

$$(\text{Course grade} \times 0.84) + (\text{EOC test score} \times 0.16) = \text{Final Grade}$$

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.

- I. A high school student can be absent no more than six (6) instructional days in a semester course or twelve (12) instructional days in a full year course to be eligible to receive credit for courses taken. 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 $\frac{1}{2}$ unit of credit.
One-half unit of credit may be awarded for all unit courses. A student is allowed six (6) instructional days of absence (temporarily excused and/or unexcused absences). For any student having six (6) instructional days or more absences, the principal will determine whether $\frac{1}{2}$ (one-half) 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 $\frac{1}{2}$ (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 $\frac{1}{2}$ (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.

Credit recovery courses for grades 6-8 are offered during the summer for students who completed and failed the course during the school year. The middle school grading scale will govern the grade for the credit recovery course.

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.

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 $\frac{1}{2}$ (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. Refer to Question 1: Ninth through Twelfth Grade: "k" for an explanation of how to determine the final grade for students enrolled in Algebra I, English II and Geometry.

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 for grades 9-12 are offered for students who completed and failed the course during the school year. Credit recovery is provided by repeating the course through face to face instruction by a certified teacher or a computer software program as approved on the district level (Ed Options). The high school grading scale will govern the grade for the credit recovery course. Repeat course through a computer software program must include a State approved credit exam as a requirement for awarding of credit.

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 2010-2011 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.

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

A student must meet the same behavior requirements and expectations of students entering any curriculum pathway toward the completion of high school. Students can be denied access to the career pathway diploma if the final disciplinary action was expulsion from the school system during the 8th grade year. Career Diploma Pathway students will be subject to all disciplinary procedures with appropriate due process provided.

- b. List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age of fifteen during the next school year and who did not meet the promotion standard but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

Entrance Requirements

In addition to the age requirement and the LEAP achievement level requirement, any student entering ninth grade who did not meet the LEAP promotional standard must meet the following requirements:

- The student must successfully complete the LEAP summer remediation program in the subject areas of the components of the eighth grade LEAP on which the student scored at the Approaching Basic or below achievement level.
- The student must meet the LEAP summer program attendance requirements in the subject areas of the components of the eighth grade LEAP on which the student scored at the Approaching Basic or below achievement level.
- The student must have achieved a minimum cumulative grade point average of 1.5 on a 4.0 scale for course work required for completion of the eighth grade.

- The student must meet the state minimum attendance requirements to be eligible to receive grades in order to meet the Acceptable Attendance Standard.
 - Students, in 2010-2011 and beyond, will be required to be in attendance for 165 instructional days in order to receive grades or gain entry into the Career Diploma Pathway.
 - High school students must be in attendance according to the district attendance policy for each course to receive credit for coursework or gain entry into the Career Diploma Pathway.
- The student must not have been expelled in order to meet the Acceptable Behavior Standard.
- The student who enters the ninth grade via the career diploma pathway must participate in dropout prevention and mentoring program during his first year in high school as approved by BESE.
 - The Graduation Coach Program or the JAG will be utilized as the state approved dropout prevention and mentoring program and shall include the following components:
 - Academic to address all the areas of student deficiency on the 8th grade LEAP
 - Adult mentoring
 - Work awareness and work readiness skills
 - Work-based learning such as job shadowing
- The student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the guidance counselor or other school administrator. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is in the best interest of the student.
 - Student and parent must be informed of the advantages and disadvantages of the different diploma pathways.
 - The Participation Form must be completed prior to the start of the school year.
- Any student entering the ninth grade having scored Unsatisfactory in mathematics or English on the eighth grade LEAP test must enroll in and pass a high school remedial course approved by BESE in the Unsatisfactory subject (English Language Arts or mathematics) before earning Carnegie credit for any other English or mathematics course.
- Switching from the Career Diploma Pathway to the College and Career Diploma Pathway:
 - The student has met all the entrance requirements for the College and Career Diploma Pathway OR
 - If the student scored Unsatisfactory on either the Math or ELA component of the 8th grade LEAP, the student must pass either the 8th grade LEAP Placement test or the EOC test in the content area in which the student scored Unsatisfactory.
- Assessment Requirements for Students entering the Career Diploma Pathway must meet the following assessments:
 - Students entering the ninth grade prior to 2010-2011 are required to pass the English and Math components and either the Science or Social Studies of the GEE or LAA 2.

- Students entering the ninth grade in 2010-2011 and beyond must pass three of the EOC Tests
 - English II or English III
 - Algebra I or Geometry
 - Biology or American History

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

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

Mastery/Advanced Waiver – Grade 4

The LEA may waive the State policy for students scoring at the Unsatisfactory level in English Language Arts or Mathematics, if the student scores at the Mastery or Advanced level in the other, provided that:

- The decision is made in accordance with the Pupil Progression Plan.
- The decision is made by the School Building Level Committee.
- The student participated in both the Spring and Summer LEAP administrations.
- The student participated in the LEAP summer remediation program in the subject that the student has scored at the Unsatisfactory achievement level during the spring administration.
- The student met attendance requirements of the LEAP summer remediation program in the subject that the student scored at the Unsatisfactory achievement level during the spring administration.
- The student participated in the LEAP Summer retest in the subject that he/she scored at the Unsatisfactory level during the spring test administration.
and
- Parental consent is granted.

Mastery/Advanced Waiver – Grade 8

The LEA may waive the State policy for students scoring at the Unsatisfactory achievement level in English Language Arts or Mathematics, if the student scores at the Mastery or Advanced level in the other, provided that:

- The decision is made in accordance with the Pupil Progression Plan.
- The decision is made by the School Building Level Committee.
- The student participated in both the Spring and Summer LEAP administrations.
- The student participated in the LEAP summer remediation program in the subject that the student has scored at the Unsatisfactory achievement level during the spring administration.
- The student met attendance requirements of the LEAP summer remediation program in the subject that the student scored at the Unsatisfactory achievement level during the spring administration.
- The student participated in the LEAP Summer retest in the subject that he/she scored at the Unsatisfactory level during the spring test administration.
and
- Parental consent is granted.

Note: 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 any other English or Mathematics course.

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

After the year of retention, a student who has repeated 4th 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 4th grade may be promoted to the 5th grade only.

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

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

Twenty Point Appeal

The LEA, through the superintendent, may consider granting a waiver, after the summer retest, provided that:

- 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) for which the appeal is being considered. Report card must be attached.
 - Absolute 3.0 in Mathematics
 - Absolute 3.0 in Reading and Language
- The student must have attended the LEAP summer remediation program.
- The student must have taken the retest after the LEAP summer remediation program has been concluded.
- The student must have met the State-mandated attendance regulations during the school year.
- The student must have met the LEAP summer remediation program requirements.
- The principal and the 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 granted.
and
- The superintendent must sign/grant the Twenty Point Appeal.

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

Fourth Grade Transitional Program

A fourth grade transitional program must be provided for students meeting the minimum criteria. The purpose of the fourth grade transitional program is to provide a class setting to students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade regular coursework. Students in the transitional program may be able to progress to the sixth grade the following year.

Minimum criteria for placement into a fourth grade transitional program:

- The student must score at the Approaching Basic/Approaching Basic achievement level on the English Language Arts and mathematics components of LEAP.
- The student must have met all requirements for promotion including attendance as outlined in the Pupil Progression Plan.
- The student must have participated in both the Spring and Summer LEAP administrations.
- The student must have participated in the LEAP summer remediation program in the subject that the student scored at the Approaching Basic or Unsatisfactory achievement level during the spring administration.
- The student must have met attendance requirements of the LEAP summer remediation program in the subject(s) that the student scored at the below Basic (Approaching Basic or Unsatisfactory) achievement level during the spring administration.
- The student must have participated in the LEAP Summer retest in the Approaching Basic and/or Unsatisfactory achievement level subject.
- Parental consent (written) is required.
and
- SBLC documentation is required.

The student who meets the criteria for placement in the Grade 4 Transitional Program is being retained in Grade 4 due to not attaining the LEAP promotional (passing) standard. The student must be enrolled in Grade 4 in SIS during the year of participation (retention) in the Fourth Grade Transitional Program. The student must take all four components of the Grade 4 LEAP test in the spring of the retention year.

- The school will develop and implement a remediation plan for the student. The plan will include LEAP remediation in each of the LEAP subjects that the student scored at the Approaching Basic or below on the Grade 4 LEAP. Instruction will address the state content standards, benchmarks, and GLEs.

Minimum criteria for promotion to the sixth grade from a fourth grade transitional program:

- The student must be provided remediation in the subject area(s) on which the student scored below Basic on LEAP (all four LEAP subjects) as well as instruction in the fifth grade curriculum.
- The student must score a minimum of Basic/Approaching Basic on the English Language Arts and mathematics and a minimum of Approaching Basic/Approaching Basic on the science and social studies Grade 4 LEAP.
and

- The student must have met all requirements (both academic and attendance) for promotion from the fifth grade as outlined in the Pupil Progression Plan.
6. Describe any local criteria that are used to determine if an 8th grade student is granted the *U/B* waiver allowed by the State's *High Stakes Testing Policy*. (Bulletin 1566 §707 B.)

U/B Waiver

The LEA may waive the State policy (after the LEAP Summer Remediation Program and the LEAP Summer Test Results) for students scoring at the Unsatisfactory level in English Language Arts or Mathematics if the student scores at the Basic level in the other, provided that

- The 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 (report card)
 - The decision is made in accordance with the Pupil Progression Plan
 - The decision is made by the School Building Level Committee.
 - The student participated in both the Spring and Summer LEAP administrations.
 - The student participated in the LEAP summer remediation program in the subject that the student has scored at the Unsatisfactory achievement level during the spring administration.
 - The student met attendance requirement of the LEAP summer remediation program in the subject that the student scored at the Unsatisfactory achievement level during the spring administration.
 - The student participated in the LEAP Summer Retest in the subject that he/she scored at the Unsatisfactory level during the spring test administration.
and
 - Parental consent is granted.
- Note: 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 any other English or Mathematics course.

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

AB/AB Waiver

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

- The student may be promoted to the 9th grade provided he or she
 - has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP,

- has attended the LEAP summer remediation program offered by the District in the subjects that the student scored at the Approaching Basic or Unsatisfactory achievement level on the LEAP spring administration, and
- met attendance requirements of the LEAP summer remediation program in the subjects that the student scored at the Approaching Basic or Unsatisfactory achievement level during the spring administration.
- has taken the summer retest administered at the conclusion of the summer remediation program in the subjects that the student scored at the Approaching Basic or Unsatisfactory achievement level during the spring administration.
- The student must meet the attendance requirements of the LEAP summer remediation program in the component(s) on which a score of Approaching Basic or below was attained on the spring test.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test.
- The student shall score Approaching Basic on the English Language Arts and the Mathematics component(s) on any LEAP administration.
- Any student who scores less than Approaching Basic or does not meet any of the other criteria is ineligible for the AB/AB Waiver consideration.
- The superintendent must sign/grant the promotion waiver.

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 are used as a criterion for exceptions to High Stakes Policy. (Bulletin 1566 §707) Students attending the LEAP summer remediation program must attend 90% of 80 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 and 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, included in the student registration packet, identifies any student whose home language is other than English. 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 IPT Oral English 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 grades, state assessment scores, teacher recommendations 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.

Note: The course title, year taken, grade, and unit of credit earned shall be entered on the transcript for high school credits. Once a course has been earned on the middle school level, the course in which credit was awarded will not be offered to the student on the high school level.

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. Home Study and 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.

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 during the summer administration 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.
- Grades K-8
 - Kindergarten students take the Vermilion Parish Inventory of Skills and Development.
 - Dibels, STAR Reading and STAR Math, teacher assessment and any appropriate grade level diagnostic instrument will be utilized for placement purposes in grades 1-8.
 - 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.
 - 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.
 - A first-time 4th or 8th grade student shall not 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 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
 - 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:
 - A student may be retained for a maximum of one year in Grades K-3.
 - A student may be retained only once per grade in Grades 4-8.
 - Students will be retained at the 4th grade only once as a result of being retained due to the LEAP test. Students retained in the 4th grade shall take all four components of LEAP.

- The student who has repeated the 8th grade due to not attaining the LEAP promotion criteria of Basic/Approaching Basic may be either:
 - Retained again in the 8th grade if the student has not met the LEAP Summer Remediation Program participation, attendance and retest requirements.
 - Promoted to the 9th grade, provided that the student:
 - has scored at the Approaching Basic/Approaching Basic level on both the English Language Arts and Mathematics component of LEAP and
 - met the LEAP summer remediation program attendance and retest requirements during the summer of the first year in grade 8 or meets the LEAP summer remediation program attendance and retest requirements during the summer of the retention year in grade 8 in the both English Language Arts and Math components of the Grade 8 LEAP test.
 - If the student did not meet all the LEAP Summer Remediation Program participation, attendance and retest 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 and 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.
 - Parental consent is required.
 - Promoted to the 9th grade via Career Diploma with the approval of the parent and student, provided that the student:
 - meets all the criteria for the Career Diploma Pathway with the exception of the cumulative grade point average and
 - met the LEAP summer remediation program attendance and retest requirements during the summer of the first year in grade 8 or meets the LEAP summer remediation program attendance and retest requirements during the summer of the retention year in grade 8 in the both English Language Arts and Math components of the Grade 8 LEAP test.
 - If the student did not meet all the LEAP Summer Remediation Program participation, attendance and retest 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 or below and 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:** 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.
- 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 4th grade level is ineligible for a waiver at the 8th grade level. (*High Stakes Testing Policy, Revised March 2010*)
- Students with Characteristics of Dyslexia
 - Identified students are served in a multi-sensory structured language program. Students 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 18 years old or older may be authorized to take the GED tests. Students 18 years of age must enroll in Adult Education classes and qualify to sit for the GED test.

2. To qualify for recommendation to take the GED Test, a student shall enroll in Adult Education classes, take the TABE to determine placement, qualify for the GED Practice Test, and meet the minimum passing requirements on the GED Practice Test with a standard score of at least a 410 on each of the five tests and an overall average standard score of 480-500 on all five tests.
- b. PreGED/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.

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

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 8th 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.

2. 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.

3. 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 prescribe 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 twelve-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 September 2009.

- 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.

N. Science Education Act

1. Each LEA is required to have a policy regarding the implementation of the Science Education Act. (Bulletin 741 §337 C. 18; §2304) Include the policy for your district. Science instruction in grades K-12 will be supported by the Louisiana Comprehensive Curriculum and adopted textbooks approved by the School Board. The content presented will be based on the Louisiana Content Standards and GLEs. Additional acceptable supplementary materials will be utilized to support the content standards, benchmarks, and GLEs.

SECTION IV

REMEDIATION

Legal Authorization

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

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

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

Purpose

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

State Mandatory Requirements

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

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

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

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 4th and 8th grade students, including students participating in LAA 2, 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 4th and 8th 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?
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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.

8. Describe how science and social studies remediation is implemented.
The current science and social studies classroom teacher is responsible for utilizing the student report for the Grade 3 or Grade 7 iLEAP and provide additional support in the areas of deficiency for any student scoring Unsatisfactory or Approaching Basic.

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 are only from 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 4th and 8th grade students are eligible for summer remediation.
Any student in 4th and 8th 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 4th and 8th grade levels.
English Language Arts and Mathematics summer remediation classes for 4th and 8th grades will be offered for three hours each day for seventeen days from June 2 – 24, 2011. 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 only from 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, LAA 2, and EOC Remediation

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

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

A. Program Objectives

Fifty-percent of the students receiving remediation in GEE and LAA2 English Language Arts, Mathematics, science or social studies, will attain the Approaching Basic achievement level and any student scoring below passing on the EOC. 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 and LAA2 in English Language Arts and mathematics and in Science and Social Studies will be eligible for remediation. Any student scoring below passing on the EOC 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, LAA2 and EOC 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/LAA2 or the EOC subjects. Instruction will be based on the State Content Standards and the rigor of the GEE/LAA2/EOC. 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 GEE or LAA2 remediation courses in each of the subject areas of English Language Arts, mathematics, science, and social studies and for any EOC subject.

5. Materials and methodology to be used

Instruction is based on the GEE, LAA2, and EOC Student Report and/or Parent Letter. Teachers will use the GEE and LAA2 Teachers Assessment Guides and the EOC Instructional Guides. Teachers are required to have daily lesson plans and must maintain a folder on each student to include student work, assessments, 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 one Summer Remediation Program session of GEE, LAA2 and EOC Remediation. A minimum of 51 hours of instructional remediation will be offered in the summer session.

Classes for the Summer Remediation Program Session will be held from June 2, 2011, through June 24, 2011, for a total of seventeen 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 are only from the local General Fund.

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, LAA2 and EOC tests.

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-five (165) instructional days per year to be eligible for promotion. An elementary student can miss no more than twelve (12) days per year to be eligible for promotion. At the end of the school year, the school/principal will determine if promotion is denied.

High school students must be present a minimum of one hundred sixty-five (165) instructional days in a full year course to be eligible to receive credit for courses taken. High school students can miss no more than six (6) instructional days in a semester course or twelve (12) instructional days in a full year course to be eligible for credit. At the end of the semester or school year, the school/principal will determine if credit is to be granted for semester/full year courses.

All absences (temporarily excused and/or unexcused) 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, 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.
5. Observance of Special and recognized Holidays of the student's own faith.
6. Military deployment/leave of parent.

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 immediate family (not to exceed one week)

3. Natural catastrophe and/or disaster
4. Court ordered subpoenas and 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, unexcused absences, and suspensions.

Temporarily Excused Absences

2.055.09 Students shall be considered temporarily excused from school (Parent Excuse) 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

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

| English | 4 units |
|---|----------------|
| Shall be English I, II, and III, in consecutive order; and English IV or Business English or Senior Applications in English. | |
| Mathematics | 3 units |
| (Effective for incoming freshmen 2005-2006 and beyond.) | |
| All students must complete one of the following: Algebra I (1 unit); or 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 Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Math Essentials, 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, Math Essentials, and Discrete Mathematics. | |

| Science | 3 units |
|---|--------------------|
| 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; Students may not take both Integrated Science and Physical Science; Agriscience I is a prerequisite for Agriscience II and is an elective course. | |
| Social Studies | 3 units |
| 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. | |
| Health Education | 1/2 unit |
| Physical Education | 1 1/2 units |
| 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. | |
| Electives | 8 units |
| TOTAL | 23 units |

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

| | |
|---|-----------------|
| English | 4 units |
| Shall be English I, II, and III, and English IV or Senior Applications in English | |
| Mathematics | 4 units |
| Algebra I (1 unit), Applied Algebra I (1 unit), or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units) Geometry or Applied Geometry The remaining unit(s) shall come from the following: Algebra II, Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally initiated elective approved by BESE as a math substitute. | |
| Science | 3 units |
| 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"> • Students may not take both Integrated Science and Physical Science • Agriscience I is a prerequisite for Agriscience II and is an elective course. | |
| Social Studies | 3 units |
| 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. | |
| Health Education | 1/2 unit |
| JROTC I and II may be used to meet the Health Education requirement. Refer to §2347. | |

| | |
|--|--------------------|
| Physical Education | 1 1/2 units |
| 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. | |
| Education for Careers or Journey to Careers* | 1 unit |
| Electives | 7 units |
| Shall include the minimum courses required to complete a Career Area of Concentration* | |
| TOTAL *Take effect for incoming freshmen in 2010-2011 and beyond | 24 units |

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:

| English | 4 units |
|---|----------------|
| Shall be English I, II, III, and English IV | |
| Mathematics | 4 units |
| Algebra I, Applied Algebra I, or Algebra I-Pt. 2 Geometry or Applied Geometry Algebra II The remaining unit shall come from the following: Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally-initiated elective approved by BESE as a math substitute. | |
| Science | 4 units |
| 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"> • Students may not take both Integrated Science and Physical Science • Agriscience I is a prerequisite for Agriscience II and is an elective course. A student completing a Career Area of Concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the fourth required science unit: Advanced Nutrition and Foods; Food Services II; Allied Health Services II; Dental Assistant II; Emergency Medical Technician-Basic (EMT-B); Health Science II; Medical Assistant II; Sports Medicine III; | |

| Advanced Electricity/Electronics; Process Technician II; ABC Electrical II; Computer Service Technology II; Horticulture II; Networking Basics; Routers and Routing Basics; Switching Basics and Intermediate Routing; WAN Technologies; Animal Science; Biotechnology in Agriscience; Environmental Studies in Agriscience; Equine Science; Forestry; Horticulture; Small Animal Care/Management; Veterinary Assistant; Oracle Academy Course: DB Programming with PL/SQL. | |
|--|----------------|
| Social Studies | 4 units |
| 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, Civics (second semester—1/2 credit) or African American Studies. NOTE: Students may take two half credit courses for the fourth required social studies unit. A student completing a Career and Technical Area of Concentration may substitute one of the following BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the fourth required social studies unit: Advanced Child Development; Early Childhood Education II; Family and Consumer Sciences II; ProStart II; T & I Cooperative Education (TICE); Cooperative Agriculture Education; Administrative Support Occupations; Business Communication; Cooperative Office Education; | |

| | |
|---|--------------------|
| Entrepreneurship – Business; Lodging Management II; Advertising and Sales Promotion; Cooperative Marketing Education I; Entrepreneurship – Marketing; Marketing Management; Marketing Research; Principles of Marketing II; Retail Marketing; Tourism Marketing; CTE Internship; General Cooperative Education II; STAR II. | |
| Health Education | 1/2 unit |
| JROTC I and II may be used to meet the Health Education requirement. Refer to §2347. | |
| Physical Education | 1 1/2 units |
| 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. | |
| Foreign Language | 2 units |
| Shall be 2 units in the same foreign language or 2 Speech courses | |
| Arts | 1 unit |
| 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 one of the following BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the required applied arts unit: Advanced Clothing and Textiles; ABC Carpentry II TE; ABC Electrical II TE; ABC Welding Technology II; Advanced Metal Technology; Advanced Technical Drafting; Architectural Drafting; ABC Carpentry II - T&I; ABC Welding Technology II - T&I; Cabinetmaking II; Commercial Art II; Cosmetology II; Culinary Occupations II; Custom Sewing II; Graphic Arts II; Photography II; | |

| | |
|---|-----------------|
| Television Production II; Upholstery II; Welding II; ABC Carpentry In Agriscience; ABC Electricity in Agriscience; ABC Welding Technology Agriscience; Agriscience Construction Technology; Agriscience Power Equipment; Floristry; Landscape Design and Construction; Introduction to Business Computer Applications; Accounting II; Business Computer Applications; Computer Multimedia Presentations; Desktop Publishing; Keyboarding Applications; Telecommunications; Web Design I and II; Word Processing; Digital Media II. | |
| Electives | 3 units |
| TOTAL | 24 units |

4. High School Area of Concentration

a. All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.

i. Incoming freshmen prior to 2008-2009 can complete an Academic Area of Concentration by completing the current course requirements for the Taylor Opportunity Program for Students (TOPS) Opportunity Award.

ii. Incoming freshmen in 2008-2009 and beyond can complete an Academic Area of Concentration by completing the course requirements for the LA Core 4 curriculum.

iii. To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the Career and Technical Education areas of concentration offered in their school system each year. The following computer/technology courses can be used to meet this requirement.

| Course | Credit |
|---|----------|
| Computer/Technology Literacy | 1 |
| Computer Applications or Business Computer Applications | 1 |
| Computer Architecture | 1 |
| Computer Science I, II | 1 each |
| Computer Systems and Networking I, II | 1 each |
| Desktop Publishing | 1 |
| Digital Graphics & Animation | 1/2 |
| Multimedia Presentations | 1/2 or 1 |
| Web Mastering or Web Design | 1/2 |
| Independent Study in Technology Applications | 1 |
| Word Processing | 1 |
| Telecommunications | 1/2 |
| Introduction to Business Computer Applications | 1 |
| Technology Education Computer Applications | 1 |
| Advanced Technical Drafting | 1 |
| Computer Electronics I, II | 1 each |
| Database Programming with PL/SQL | 1 |
| Java Programming | 1 |
| Database Design and Programming | 1/2 |
| Digital Media I, II | 1 each |

5. Academic Endorsement

a. Graduating seniors who meet the requirements for a College and Career diploma and satisfy the following performance indicators shall be eligible for an academic endorsement to the College and Career diploma.

i. Students graduating prior to 2011-2012 shall complete an Academic Area of Concentration. Students graduating in 2011-2012 and beyond shall complete the following curriculum requirements.

| English | 4 units |
|--|---------|
| English I, II, III, and IV | |
| Mathematics | 4 units |
| Algebra I (1 unit) or Algebra I-Pt. 2 Geometry Algebra II The remaining unit shall come from the following: Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, or Discrete Mathematics | |

| Science | 4 units |
|---|-------------|
| 1 unit of Biology 1 unit of Chemistry 1 unit of advanced science from the following courses: Biology II, Chemistry II, Physics, or Physics II 1 additional science unit | |
| Social Studies | 4 units |
| 1/2 unit of Civics or AP American Government and Politics 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, Economics, Law Studies, Psychology, Sociology, or African American Studies. | |
| Health Education | 1/2 unit |
| JROTC I and II may be used to meet the Health Education requirement. Refer to §2347. | |
| Physical Education | 1 1/2 units |
| NOTE: The substitution of JROTC is permissible. | |
| Foreign Language | 2 units |
| Shall be 2 units in the same foreign language | |
| Arts | 1 unit |
| 1 unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts. | |
| Electives | 3 units |
| TOTAL | 24 units |

ii. Students shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:

(a). one *Approaching Basic*, one *Mastery* or *Advanced*, *Basic* or above in the remaining two; or

(b). two *Approaching Basic*, two *Mastery* or above.

iii. Students shall complete one of the following requirements:

(a). Senior Project;

(b). one Carnegie unit in an AP course with a score of three or higher on the AP exam;

(c). one Carnegie unit in an IB course with a score of four or higher on the IB exam; or

(d). three college hours of non-remedial, credit in mathematics, social studies, science, foreign language, or English language arts.

iv. Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.

v. Students shall achieve an ACT Composite Score of at least 23 or the SAT equivalent.

6. Career/Technical Endorsement

a. Students who meet the requirements for a college and career diploma and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the college and career diploma.

i. Students graduating prior to 2011-2012 shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2010-2011 and beyond shall meet the course requirements for the Louisiana Core 4 Curriculum.

ii. Students shall complete the career area of concentration.

iii. Students graduating prior to 2009-2010 shall pass the English language arts, mathematics, science, and social studies components of the GEE 21 at the *Approaching Basic* level or above. Students graduating in 2009-2010 and beyond shall pass all four components of the GEE with a score of basic or above or one of the following combinations with the English language arts score at basic or above:

(a). one *Approaching Basic*, one *Mastery* or *Advanced*, and *Basic* or above in the remaining two;

(b). two *Approaching Basic*, two *Mastery* or above.

iv. Students shall complete a minimum of 90 work hours of work-based learning experience related to the student's area of concentration (as defined in the *LDE Diploma Endorsement Guidebook*) or senior project related to student's area of concentration with 20 hours of related work-based learning and mentoring and complete one of the following requirements:

(a). industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or

(b). three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in student's area of concentration.

v. Students shall achieve a minimum GPA of 2.5.

vi. Students graduating prior to 2008-2009 shall achieve the current minimum ACT Composite Score (or SAT Equivalent) for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT Composite Score (or SAT Equivalent) of 20 or the state ACT average (whichever is higher) or the Silver Level on the WorkKeys Assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R. S. 17:183.2; R.S. 17: 395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010).

IV. MINIMUM COURSE REQUIREMENTS FOR CAREER DIPLOMA

1. The minimum course requirements for a career diploma shall be the following.

| English | 4 units |
|---|----------------|
| Shall be: English I; English II; The remaining unit shall come from the following Technical Reading and Writing; Business English; Business Communications; Using Research in Careers (1/2 credit); American Literature (1/2 credit); Film in America (1/2 credit); English III; English IV; Senior Applications in English; a course developed by the LEA and approved by BESE. | |
| Mathematics | 4 units |
| Shall be One of the following: Algebra I (1 unit); or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); or Applied Algebra I (1 unit). The remaining units shall come from the following: Geometry or Applied Geometry; Technical Math; Medical Math; Applications in Statistics and Probability; Financial Math; Math Essentials; Algebra II; Advanced Math—Pre-Calculus; Discrete Mathematics; course(s) developed by the LEA and approved by BESE. | |
| Science | 3 units |
| Shall be: Biology I; 1 unit from the following physical science cluster: Physical Science; Integrated Science; Chemistry I; ChemCom; Physics I; Physics of Technology I. | |

| The remaining unit shall come from the following: Food Science; Forensic Science; Allied Health Science; Basic Body Structure and Function; Basic Physics with Applications; Aerospace Science; Earth Science; Agriscience II; Physics of Technology II; Environmental Science; Anatomy and Physiology; Animal Science; Biotechnology in Agriculture; Environmental Studies in Agriculture; Health Science II; EMT—Basic; an additional course from the physical science cluster; course(s) developed by the LEA and approved by BESE. NOTE: Students may not take both Integrated Science and Physical Science Agriscience I is a prerequisite for Agriscience II and is an elective course. | |
|--|-----------------|
| Social Studies | 3 units |
| Shall be: American History; 1/2 unit of Civics; 1/2 unit of Free Enterprise; The remaining unit shall come from the following: Child Psychology and Parenthood Education; Law Studies; Psychology; Sociology; World History; World Geography; Western Civilization; Economics; American Government; African American Studies; course developed by the LEA and approved by BESE. | |
| Health Education | 1/2 unit |
| JROTC I and II may be used to meet the Health Education requirement. Refer to §2347. | |

| Physical Education | 1 1/2 units |
|--|--------------------|
| 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. | |
| Career/Technical Education | 7 units |
| Education for Careers or Journey to Careers Six credits required for a career Area of Concentration. | |
| TOTAL | 23 units |

2. To complete a career area of concentration for the career diploma, students shall meet the minimum requirements for graduation including four elective primary credits in the career major and two related elective credits, including one computer/technology course. Areas of concentration are identified in the career options reporting system with each LEA designating the career and technical education areas of concentration offered in their school system each year. The following computer/technology applications courses can be used to meet this requirement.

| Course | Credit |
|---|---------------|
| Computer/Technology Literacy | 1 |
| Computer Applications or Business Computer Applications | 1 |
| Computer Architecture | 1 |
| Computer Science I, II | 1 each |
| Computer Systems and Networking I, II | 1 each |
| Desktop Publishing | 1 |
| Digital Graphics & Animation | 1/2 |
| Multimedia Presentations | 1/2 or 1 |

| Course | Credit |
|--|---------------|
| Web Mastering or Web Design | 1/2 |
| Independent Study in Technology Applications | 1 |
| Word Processing | 1 |
| Telecommunications | 1/2 |
| Introduction to Business Computer Applications | 1 |
| Technology Education Computer Applications | 1 |
| Advanced Technical Drafting | 1 |
| Computer Electronics I, II | 1 each |
| Database Programming with PL/SQL | 1 |
| Java Programming | 1 |
| Database Design and Programming | 1/2 |
| Digital Media I, II | 1 each |

3. Courses developed by the LEAs and submitted to BESE for approval as substitutes for core course requirements must meet state content standards for the subject area at the ninth grade level or higher.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R. S. 17:183.1et seq.; R.S. 17: 395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 35:1230 (July 2009), LR 35:1876 (September 2009), LR 35:2321 (November 2009), LR 35:2750 (December 2009), LR 36:1490 (July 2010).

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.



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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<http://www.louisianaschools.net>

Mr. Rizzuto -

August 26, 2010

RECEIVED

AUG 30 2010

Superintendent's Office

Mr. Randy Schexnayder, Superintendent
Vermilion Parish School Board
220 South Jefferson Street
Abbeville, Louisiana 70511-0520

Dear Superintendent Schexnayder:

Your request for a waiver of full implementation of the elementary-level foreign language mandate has been approved for the school year 2010-2011.

For further information concerning the foreign language mandate, please contact the Division of Curriculum Standards at (225) 342-1152 or at the toll free number listed above.

Sincerely,

Scott M. Norton, Ph.D., Assistant Superintendent
Office of Student and School Performance

SMN:DGB:dgb

- c: Ollie S. Tyler, Deputy Superintendent of Education
- Susannah F. Craig, Ph.D.
- David Beste
- Mary Louise Jones

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