

# PUPIL PROGRESSION PLAN

## FORMAT AND CONTENT

Paul G. Pastorek  
State Superintendent of Education

**REVISED APRIL 2008**

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# INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised April 2007). The format for writing the Pupil Progression Plan has been updated (April 2008). The following information will explain the format and how to use it.

PAGE

## SECTION I – FORMAL SUBMISSION STATEMENT.....1

INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)

## SECTION II – PLACEMENT POLICIES: STATE REQUIREMENTS.....3

Make a **copy** of Section II contained in the Format and Content guide. State and Federal requirements are already addressed for you. This will be Section II of the Pupil Progression Plan. Do not make any changes to Section II.

## SECTION III – PLACEMENT POLICIES: LOCAL OPTIONS.....11

In this section, include Local Option placement/promotion/retention criteria. To establish Local Option criteria, answer a series of questions about locally adopted policies. The answers should be written using blue font. Local policy shall not conflict with state and/or federal guidelines and/or regulations. Do not leave any questions unanswered. If a question refers to a local option that your LEA does not offer, write a response to indicate that the LEA does not offer the option.

## SECTION IV – REMEDIATION.....16

Include in this section all plans for intervention/remediation activities to improve student achievement in the grade appropriate skills identified as deficient on the State’s CRT testing program for grades 4 and 8 (LEAP) and the GEE. If intervention/remediation activities are provided to students in other grades, describe in this section.

## APPENDIX A – DEFINITION OF TERMS.....19

- A. State
- B. Local

Include additional information with Appendix B.

TITLE PAGE

Pupil Progression Plan

for

          Tensas           School System

for

2008-2009

Submitted to Louisiana Department of Education

          August 6, 2008          

(Date Submitted)

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# SECTION I

**Include the following information in this section:**

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by Superintendent
- a listing of the parents appointed by school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education; it must be signed by both the LEA Superintendent and the president of the school board.

Below is a sample of a formal submission statement

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

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

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

PUPIL PROGRESSION PLAN  
LEA CONTACT INFORMATION

LEA Contact Person (Primary) Bobby Blount

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If Applicable:

LEA Contact Person (Secondary) \_\_\_\_\_

Telephone Number ( \_\_\_\_\_ ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

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

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

## SECTION II

### STATEWIDE MANDATORY CRITERIA

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

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

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

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

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

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

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

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

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

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

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

## **B. Kindergarten Screening**

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

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

## **C. Attendance Policy**

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

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

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

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

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

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

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

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

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

Note: Refer to *Bulletin 741*, §2313

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

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

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

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

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
  - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10<sup>th</sup> grade.
  - b. The science and social studies components of the graduation test shall first be administered to students in the 11<sup>th</sup> grade.
  - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE component.

## H. Scheduling

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

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

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

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

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

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

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

## I. Grade Tampering

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

students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).

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

## **J. Transfer Students**

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

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

## Transfer policies for students with disabilities

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

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

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

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

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

*Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory*

*requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.  
(See: Louisiana District and School Administrators English Language Learners Program Handbook)*

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

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

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

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

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

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

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

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

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

- A statement regarding written notification to the parent concerning retention and due process procedures.

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

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

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

#### **P. Legislative Guidelines**

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

## 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 Skills Checklist \(BRIGANCE\)](#)

[The youngest age at which a child may enter the Kindergarten Program shall be one \(1\) year younger than the age required for the child to enter the first grade. The child must be 5 years on or before September 30<sup>th</sup> the calendar year in which the school begins.](#)

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

Not Applicable

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.)

Developmental Skills Checklist (BRIGANCE)

Children attaining age six on or before September 30 may enter regular school at the beginning of the term/session. In order for a child to enter Grade 1, he/she must have attended a full year of kindergarten and met parish standards for promotion or score 68% or better on those standards tested upon entrance to Grade 1.

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.

Developmental Skills Checklist (BRIGANCE)

Children attaining age six on or before September 30 may enter regular school at the beginning of the term/session. In order for a child to enter Grade 1, he/she must have attended a full year of kindergarten and met parish standards for promotion or score 68% or better on those standards tested upon entrance to Grade 1.

## B. Placement: Grades K-12

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

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

In addition to meeting the requirements of Louisiana's High Stakes Testing Policy, the following is applicable:

See Appendix B – (High Stakes Testing Policy)

Promotion: Grades K-12

Students in grades K-12 must complete the course requirements for students as listed in Bulletin 741, Handbook for School Administrators.

The number of mandated instructional minutes (days) is in keeping in with state policy. The Tensas Parish School System adheres to the policy of providing no less than 63,720 minutes (169 days) of instructional time; in the case of senior students, the

required minutes (days) of instructional time are 59,950 (159 days). No more than 3,770 instructional minutes (10 days) are deleted from their schedule. Students in grades K-8 must be in attendance at least 56,180 instructional minutes (149 days) during a school year in order to be considered for promotion. Students in grade 9-12 must be in attendance at least 28,275 minutes (75 days) during each of the two semesters.

Kindergarten:

To be eligible for promotion, kindergarten students shall successfully compete the following:

- i. Students shall be present the required number of minutes/days.
- ii. Students shall receive a grade of "N" (68%) or better in Reading, English Language Arts and Math.

Grades 1-3:

- (1) Students shall be present the required number of minutes/days.
- (2) Students shall receive a grade of "D" (68%) or better in Reading, English Language Arts and Math plus one other CORE subject (science or social studies).
- (3) Students in Grade 3 shall score APPROACHING BASIC or above in at least two CORE subjects on the iLeap test.

Grade 4:

- (1) Students shall be present the required number of minutes/days.
- (2) Students shall receive a grade of "D" (68%) or better in Reading, English Language Arts and Math plus one other CORE subject (science or social studies).
- (3) In addition to passing the required CORE subjects the 4<sup>th</sup> grade students shall score at or above the BASIC achievement level on either the English Language Arts or Mathematics component of the 4<sup>th</sup> grade LEAP and at the APPROACHING BASIC achievement level on the other component (BASIC/APPROACHING BASIC combination).

Grades 5-7:

- (1) Students shall be present the required number of minutes/days.
- (2) Students shall receive a grade of "D" (68%) or better in Reading (Literature in grade 7), Math and English Language Arts plus one other CORE subject (Science or Social Studies).
- (3) Students shall score APPROACHING BASIC or above in at least two CORE subjects on the iLeap test.

Grade 8:

- (1) Students shall be present the required number of minutes/days.
- (2) Students shall receive a grade of "D" (68%) or better in English Language Arts, Math and Literature plus one other CORE subject (Science or Social Studies).
- (3) In addition to passing the required CORE subjects the 8<sup>th</sup> grade students shall score at or above the BASIC achievement level on either the English Language Arts or Mathematics component of the 8<sup>th</sup> grade LEAP and at the

APPROACHING BASIC achievement level on the other component (BASIC/APPROACHING BASIC combination).

Grades 9-12:

- (1) Students in grades 9-12 must be in attendance a minimum of 28,275 minutes (75 days) during each of the two semesters of a school session.
- (2) Students in grades 9-12 must meet the course unit requirements of Bulletin 741, Handbook for School Administrators

Over a four year period, units required for promotion shall be earned as follows:

	GRADE	SIX PERIOD DAY	SEVEN PERIOD DAY
(1)	Nine	5 units	4 units
(2)	Ten	11 units	10 units
(3)	Eleven	17 units	16 units
(4)	Twelve	23 units	23 units

For each unit subject in the program of studies, classes shall meet for no less than fifty-five (55) minutes of instructional time in a six-period day and no less than fifty (50) minutes of time in a seven-period day.

GRADUATION REQUIREMENTS: (See appendix C)

Students must accumulate 23 Carnegie units in order to be awarded a Louisiana high school diploma (as listed by BESE and Bulletin 741). In addition to completing a minimum of 23 Carnegie credits, students must pass the English Language Arts and Mathematics components of the GEE and either the Science or Social Studies portions of GEE to earn a standard high school diploma. For students with disabilities who have passed two of the three required components of the GEE and have exhausted all opportunities available through the end of the 12<sup>th</sup> grade to pass the remaining required GEE component, that GEE component may be waived by the Superintendent of Education if the Department of Education determines the student's disability significantly impacts their ability to pass the final required GEE component. Science and Social Studies cannot be both of the two components required to pass. One component must be Math or English Language Arts.

English Language Arts and Mathematics sections of the Graduation Exit Exam are taken in the 10<sup>th</sup> grade, Science and Social Studies sections of the Graduation Exit Exam are taken in the 11<sup>th</sup> grade.

A student may apply a maximum of two (2) Carnegie units of elective credit from specially designed courses for remediation toward high school graduation by:

- (1) Earning one (1) elective credit through remediation for 8<sup>th</sup> grade LEAP and or one (1) elective credit through GEE remediation, or
- (2) Earning two (2) elective credits through GEE remediation.

PLACEMENT OPTIONS:

Students may be referred for alternative placement by the SBLC if any of the following are true:

- (1) If a discrepancy exists between student performance on the LEAP for (grades 4 and 8), the iLEAP for grades 3, 5, 6, and 7 and classroom performance, the student is referred to the SBLC for further review.
- (2) See Retention Policy H.1 (page 27)
- (3) A student who is administered the LEAP (grade 4 or 8) because of extenuating circumstances, and has shown proficiency on grade level skills, will be provisionally promoted offered the opportunity to participate in summer school and/or tested at the end of the remediation period.
- (4) Other Considerations of the SBLC are:
  - (a) Scores on teacher made instruments
  - (b) Age and ability of student
  - (c) Number of years previously retained
  - (d) Teacher recommendations
  - (e) Student motivation

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

One-half units of credit shall be awarded for only those courses designated in Bulletin 741 as one-half units with the exception of transfer students, correspondence courses, and possible scheduling problems with extenuating circumstances when approved by the Superintendent.

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.

TENSAS PARISH SCHOOL BOARD GRADING POLICIES:

The rating scale for Kindergarten is as follows:

Excellent	-	100-94	-E
Good	-	93-86	-G
Satisfactory	-	85-76	-S
Needs Improving	-	75-68	-N
Unsatisfactory Failing	-	67 and below	-U

The following grading scale and policies apply to grades 1-12:

100-94	-	A
93-86	-	B
85-76	-	C
75-68	-	D
67 & below	-	F

COMPUTING GRADES:

Number of Grades Required Each Six Weeks:

For all grades, a minimum of six (6) numerical grades must be computed for each student during each six (6) weeks period and converted to the appropriate letter grade for reporting purposes.

Computing Grades, Grades K-3:

- Six weeks grades shall be computed by averaging a minimum of six (6) numerical grades and converting that grade to the appropriate letter grade.
- The first semester grade shall be determined by computing the numerical average of the first, second, and third six (6) weeks grades and converting that grade to the appropriate letter grade.
- The second semester grade shall be determined by computing the numerical average of the fourth, fifth, and sixth six (6) weeks grades and converting that grade to the appropriate letter grade.
- The final grade shall be determined by computing the numerical average of the first and second semester grades, converted to the equivalent letter grade.

#### Computing Six Weeks Grades, Grades 4-8:

- A numerical average shall be computed by averaging a minimum of six (6) numerical grades. This numerical average will count as  $\frac{3}{4}$  of the six weeks average.
- A rigorous comprehensive six weeks test, which is designed to prepare students for high stakes testing will be administered at the end of the first, second, third, fourth, and sixth six weeks average. The numerical score on this six weeks test will count as  $\frac{1}{4}$  of the six weeks average.
- Exception: During the fifth six weeks, no comprehensive six weeks test will be administered. This six weeks grade shall be computed based on the average of a minimum of six (6) numerical grades derived from tests, quizzes, class participation, assignments, and /or special projects.

#### Computing Semester and Final Grades, Grades 4-8:

- The first semester grade shall be determined by computing the numerical average of the first, second, and third six (6) weeks grades and converting that grade to the appropriate letter grade.
- The second semester grade shall be determined by computing the numerical average of the fourth, fifth, and sixth six (6) weeks grades and converting that grade to the appropriate letter grade.
- The final grade shall be determined by computing the numerical average of the first and second semester grades, converted to the equivalent letter grade.

#### Computing Six Weeks Grades, Grades 9-12:

### **First, Second, and Fourth Six (6) Weeks**

- A numerical average shall be computed by averaging a minimum of six (6) numerical grades. This numerical average will count as  $\frac{3}{4}$  of the six weeks average.
- A rigorous comprehensive six weeks test, which is designed to prepare students for high stakes testing, will be administered at the end of the first, second and fourth six weeks. The numerical score on this six weeks test will count as  $\frac{1}{4}$  of the six weeks average.

### Third, Fifth, and Sixth Six (6) Weeks

- During the third, fifth, and sixth six (6) weeks, no comprehensive six weeks test will be administered. Period grades shall be computed based on the average of a minimum of six (6) numerical grades derived from tests, quizzes, class participation, assignments and/or special projects

#### Computing Semester and Final Grades, Grades 9-12:

- Comprehensive semester tests are required at the end of the first and second semesters for grades 9-12. These tests are designed to prepare students for high stakes testing.
- The first semester test will be given at the end of the third six (6) weeks and will cover material taught during the first, second, and third six (6) week periods. The numerical grade on the first semester test will count as 1/7 of the first semester grade. The second semester test will be given at the end of the sixth six (6) weeks and will cover material taught during the fourth, fifth, and sixth six (6) week periods. The numerical grade on the second semester test will count as 1/7 of the second semester grade.
- The first semester grade shall be determined by computing the weighted average of the first, second, and third six (6) weeks grades and the semester test which will count as 1/7 of the semester average.

Example:	1 <sup>st</sup> Six Weeks Grade	-87
	2 <sup>nd</sup> Six Weeks Grade	-84
	3 <sup>rd</sup> Six Weeks Grade	-97
	Semester Test	-90

The semester average would be calculated as follows:

$$87+87+84+84+97+97+90=626$$

$$626 \div 7 = 89 \text{ B}$$

- The second semester grade shall be determined by computing the weighted average of the fourth, fifth, and sixth six (6) weeks grades and the semester test which will count as 1/7 of the semester average.
- Exceptions: A student with a cumulative average of 94 or above in a class for the first three six (6) week grading periods shall be exempt from the first semester test. That student's first semester average shall be computed by determining the numerical average of the first, second, and third six (6) weeks numerical grades, converted to the equivalent letter grade. A student with a cumulative average of 94 or above in a class for the last three six (6) week grading periods shall be exempt from the second semester test. That student's second semester average shall be computed by determining the numerical average of the fourth, fifth, and sixth (6) weeks numerical grades, converted to the equivalent letter grade.
- The final grade shall be determined by computing the numerical average of the first and second semester grades, converted to the equivalent letter grade.

Law:

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher or other administrative staff members 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, "Unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy" as per RS 17:414.2.

### Honor Roll:

To be eligible for honor roll a student must have a six-weeks average of 86.

Grades 1-8: Courses required for promotion will be averaged for honor roll.

Grades 9-12: Courses in which grades are given will be averaged with the exception of Physical Education.

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

- a. Explain the local definition of the term “grade level” or “on grade level.”

Grade level shall be defined as maintaining a numerical grade of 68 or above in language, reading, and mathematics.

- b. List the model program sites.

No model program is implemented due to a teacher shortage. A waiver has been acquired. See Appendix D.

- c. List the designated subject area(s) for foreign language.

A waiver has been acquired. See Appendix D.

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

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

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

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

- i. The decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC).
- ii. The student has participated in both the Spring and Summer administration of the LEAP and has attended the summer remediation program offered by the LEA. (The student shall participate in the Summer retest in only the subject area(s) that he/she scored at the Unsatisfactory achievement level during the Spring test administration).
- iii. Parental consent is granted.

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

Students are not retained in grade 4 more than once as a result of failing LEAP more than once.

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

Students not meeting the required standards for promotion will be promoted to the 5<sup>th</sup> grade under the following conditions:

1. In order to be considered for promotion under this policy, the student must first by present the required number of days.
2. Students who have repeated the 4<sup>th</sup> grade and failed the LEAP the second time must attend Tensas Parish's LEAP Summer School Remediation and take the LEAP retest in order to be considered for promotion by the SBLC.

The Committee will consider:

- (1) Teacher recommendations
- (2) Age and ability of student
- (3) Number of years previously retained
- (4) Final grades in each course
- (5) Student motivation

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

After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of 4<sup>th</sup> grade individual students provided that all of the following criteria have been met:

- a. The student's highest score in English/language arts and/or mathematics in either the Spring or Summer LEAP must fall within twenty (20) scaled score points of the cutoff score for "Basic".
  - b. The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored Unsatisfactory on LEAP.
  - c. The student must have attended the LEAP summer remediation program.
  - d. The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
  - e. The student must have met State-mandated attendance regulations during both the regular school year and the summer remediation program. (50 hours required per subject)
  - f. The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability of performing at or above the required achievement level in English Language Arts and/or Mathematics.
5. Does the LEA offer an approved 4<sup>th</sup> grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix.

Tensas Parish School Board does not have a policy for the 4.5 transitional class.

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

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8<sup>th</sup> grade student who has scored at the "Approaching Basic" level on both the English Language Arts and Mathematics components of LEAP. The waiver may be granted in accordance with the following criteria being met:

- (1) The student may be promoted to the 9<sup>th</sup> grade, provided that he or she has scored at the "Approaching Basic" level on both the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- (2) The student must retake the component(s) (English Language Arts or Mathematics) of the retest in which a score of "Approaching Basic" or below was attained on the spring test.
- (3) The SBLC will consider promotion if the other criteria for promotion have been met.
- (4) Students who are repeating the eighth grade for the first time because they have scored Unsatisfactory on the Mathematics or English Language Arts components of LEAP shall not take or receive Carnegie credit for any high school courses in a content area in which they scored Unsatisfactory on the eighth grade LEAP.
- (5) Students who are repeating the eighth grade for the first time because they have scored Unsatisfactory on the Mathematics and English Language Arts components of LEAP shall not take or receive Carnegie credit for any high school courses.

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

The student who has repeated the 8<sup>th</sup> grade may be either:

Retained again in the 8<sup>th</sup> grade.

Promoted to the 9<sup>th</sup> grade, provided that the student has scored at the "Approaching Basic" level on either the English Language Arts or Mathematics component of the LEAP, has attended the LEAP summer remediation program offered by the District in, at a minimum, the "Unsatisfactory" subject, and has taken the summer retest administered at the conclusion of the summer program. If promoted with an "Unsatisfactory" on the English Language Arts or Mathematics component of the LEAP, the student must enroll in and pass a high school remedial course in the "Unsatisfactory" subject (English Language Arts or Mathematics) before enrolling or earning Carnegie credit for English or mathematics. Or Students may be placed in the Pre-GED/Skills Option Program that shall be available to students who meet the criteria as outlined in Bulletin 741, section 2907.

The SBLC will follow these guidelines along with the student being required to meet passing standards on class work.

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

The School Building Level Committee:

The Building Level Committee will be composed of the following as appointed by the principal:

Principal (Not to be the Chairperson)

Coordinating Teacher  
Regular Teacher  
Referring Teacher  
Support Personnel as needed, such as:  
Guidance Counselor  
Master Teacher  
Parent  
School Nurse  
Supervisor

**Pupil Appraisal Personnel**

Education Diagnostician  
Psychologist  
Social Worker  
Speech Therapist

The functions of the building Level Committee are as follows:

- (1) Meets on a regular basis to review referrals.
- (2) Review cumulative folders and gather data pertinent to student referrals.
- (3) Determine if appropriate interventions or adjustments have been selected and implemented.
- (4) Keep documentation of meetings and student modifications required of teachers.
- (5) Follow up to insure modifications are being made and that the student is being successful.
- (6) Monitor the promotion and placement of students yearly as appropriate to determine that the Parish policies are being implemented uniformly.
- (7) Meet to decide on document waiver of LEP students.
- (8) Meet to decide on the placement of students taking the LAA-1 test.
- (9) Meet and review student work samples and attest to student ability to exhibit competency for an appeal to the High Stakes Testing Policy.
- (10) Recommend students to be placed in the Multisensory Language Program (MSL) based on the dyslexia screening results.
- (11) Make decisions and or recommendations on promotions LEAP waivers, appeals, and overrides.
- (12) To determine the promotion and retention of students K-12.

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

50 hours per applicable subject

**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 LEAP Alternate Assessment (LAA1 and LA2) shall have promotion decisions determined by the SBLC as follows:

- a) Scores on teacher-made instruments

- b) Age and ability of student
- c) Number of years previously retained
- d) Attainment of IEP Goals and Objectives
- e) Student motivation
- f) Teacher recommendations

## **E. Limited English Proficient Students**

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

All students entering the school system for the first time and previously enrolled students who have not completed a Home Language Survey are required to do so. Any student identified whose home language is other than English will be given an oral language proficiency test for the appropriate age and educational level of the student.

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

Any student identified whose home language is other than English will be given an oral language proficiency test for the appropriate age and educational level of the student. Any student identified as "Limited English Proficient" will be entitled to instructional programs that lead to proficiency in English.

Instruction which fosters success in math, science, social studies, and language arts will be completed with an ESL certified teacher, when possible. If an ESL-certified teacher is unavailable, the regular classroom teacher will have the primary responsibility for making the course work accessible to the students through modified methods. It is preferable, but not required, that the ESL teacher have native language skills sufficient to communicate with the students.

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

Students will be placed in an age appropriate setting and will be provided services by an ESL certified teacher. The district will provide language services including individual instruction during and after the regular school day to address the students' need for becoming fluent and literate in English. The district will provide instructional programs which foster success in English/Language Arts and Math to meet the same challenging state academic content and student academic achievement standards as all children. (Depends on the availability of a certified teacher)

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

Former LEP students will be monitored by principal/counselor by examining course grades. LEP students' parents will meet with teacher/counselor at yearly Parent-

Teacher Conference Day. The LEP students' Five-Year Career Plan will outline acquisition of Carnegie units and remaining courses.

## 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.

There will be no acceleration of students. Gifted students will be addressed in #4 and #5 below.

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.

Tensas Parish gives High School credit for College Courses (As stated in Bulletin 741).

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

No grade “skipping”

4. Describe any policies governing services for gifted students.

The secondary Gifted Program in Tensas Parish adheres to guidelines set forth in Bulletin 1508. Students are referred and evaluated according to these guidelines. Subject area basics are taught to those students who qualify and Carnegie units are awarded. Services are provided in an appropriate special education classroom setting. In addition, the curriculum is expanded to include the development of critical thinking skills, problem-solving skills, depth within the subject matter pursued, and the development of enrichment in the area of study.

The Secondary Gifted Program (Grades 9-12) is an elective program that is available in the full continuum of services. Participation in the program is reflected on the IEP. The students receive instruction on test-taking, note-taking, and study skills, as well as enrichment in areas such as literature, research, math, music and art appreciation, writing, vocabulary skills, and speed reading. One unit of credit may be earned each year for a total of four elective units. Tensas Parish has no early entrance for identified gifted students.

In the Elementary Gifted Program in Tensas Parish, students are referred and evaluated according to Bulletin 1508 guidelines. Subject area basics are taught to those students who qualify and services are provided in an appropriate special education class. In addition, the curriculum is expanded to include the development of critical thinking skills, problem-solving skills, depth within the subject matter pursued, and the development of enrichment in the area of study.

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*.

An elementary student shall be eligible to receive high school credit in a course listed in the program of studies provided that:

- i. The teacher is certified at the secondary level in the course taught.
- ii. The student has mastered the standards of the course taken, and
- iii. The time requirement has been met.

OR

- iv. The student has passed the credit examination in the subject taken, mastering the set standards for the course.

## G. Transfer Students

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

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

The policy of the Tensas Parish School System in reference to the placement of regular education students transferring within the school system, between school systems in the state, students coming from out of the state or from foreign systems, migrant students, and students coming from the non-public or unapproved sector shall be:

Students will be placed in the respective grade, class, etc., within the schools of Tensas Parish as was their placement in the school from which they transferred.

Students in grades 5 and 9 transferring to the Tensas Parish School System from any in-state nonpublic school or any home schooling program, or any Louisiana resident transferring from any out-of-state school shall be required to take the 4<sup>th</sup> and 8<sup>th</sup> grade LEAP English Language Arts and Mathematics Tests an score at the level set forth in SBESE guidelines.

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

The policy of the Tensas Parish School System in reference to the placement of regular education students transferring within the school system, between school systems in the state, students coming from out of the state or from foreign systems, migrant students, and students coming from the non-public or unapproved sector shall be:

Students will be placed in the respective grade, class, etc., within the schools of Tensas Parish as was their placement in the school from which they transferred.

Students in grades 5 and 9 transferring to the Tensas Parish School System from any in-state nonpublic school or any home schooling program, or any Louisiana resident transferring from any out-of-state school shall be required to take the 4<sup>th</sup> and 8<sup>th</sup> grade LEAP English Language Arts and Mathematics Tests and score at the level set forth in SBESE guidelines.

c. Unapproved schools (public/nonpublic)

Students entering Tensas Parish Schools from a non-traditional or unapproved school organization will be placed in the grade corresponding to normal placement when taking into account age, grade at withdrawal from a traditionally organized school, and subsequent years in the non-traditional organized school.

- Students may take LEAP at either the Spring or Summer administration prior to enrollment. It is the responsibility of the parent to contact the District Test Coordinator to register for the test.
- The nonpublic school and parent (or home schooling parent) is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.
- Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to those policies as outlined in the High-Stakes Testing Policy.
- Students who participate in the Spring administration and score at the required achievement levels are eligible to retake the LEAP at the summer administration.
- Students transferring into local school systems after the LEAP Summer retest but prior to February 15<sup>th</sup> are required to take the state selected form of the Iowa Tests for grade placement, if the student has not taken LEAP. Local Mastery levels will be established in accordance with SBESE policies.
- Students taking the Iowa Tests are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee (SBLC)
- Students who fail to score at the required achievement level(s) are not required to attend summer remediation offered by the local school system to be eligible to take the summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeals process or the policy override.
- Only those students who score at the required achievement level(s) after participation in both the Spring and Summer administration of the LEAP and who attend the summer remediation offered by the local school system are eligible for the appeals process or the policy override, provided all criteria are met.
- The High Stakes Testing Policy and the Tensas Parish Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.
- Students who participate in the spring administration only or summer administration only and score at the required achievement level(s) are not eligible for the appeals process or the policy override. These students are not eligible to take the Iowa Tests for placement purposes.
- LEAP Summer Remediation shall be offered to nonpublic and home-schooled 4<sup>th</sup> and 8<sup>th</sup> grade students who fail to score at the required LEAP achievement level(s), as well as to nonpublic/home-schooled 4<sup>th</sup> and 8<sup>th</sup> grade students who did not test in the spring but wish to prepare for the summer remediation.

d. Home Study

i. Provisions for LEAP/iLEAP Students

Any home study student may participate in LEAP and iLEAP testing. Public notice is printed in the local newspaper announcing the dates of test administration with instructions for students who wish to participate. Tensas Parish also offers free administration and scoring to any home study students in grades 1-8 who participate in the Spring Testing Session and plan to enroll in the public school system in the fall.

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

Placement of elementary and middle school students entering Tensas Parish Schools from a home study program shall be determined as follows using the Iowa Tests of Basic Skills as the entrance tests:

- i. Screening and evaluations of such students will be provided and shall include examinations to determine the grade level at which students should be admitted.
  - ii. The Iowa Tests of Basic Skills shall be administered prior to the first day of the school year.
  - iii. The level of testing will be determined by (a) the last grade level the student attended in an accredited school and (b) the grade level completed in an approved home study program.
  - iv. Placement of such students will be determined by the School Building Level Committee.
- iii. The procedure used for determining Carnegie credit for high school students.

High School students entering Tensas Parish Schools from a home study program shall be required to take exams in order to receive Carnegie units and to determine grade placement.

2. Describe the procedures for Interim IEPs.

The Tensas Parish School Board will follow the guidelines as described in section II.

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

Iowa Tests of Basic Skills

## H. Retention Policy

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

A student may be retained in the same grade for a maximum of two years with the exception of failure due to High Stakes testing in grades 4 and 8.

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

Students may be referred for alternative placement upon recommendations of the SBLC if any of the following are true:

- a. The student has been retained for 2 years in K-3
- b. The student has been retained for one year or more in grades K-3 and one year or more in grades 4-7.

NOTE: No K-12 students are to be administratively placed.

The Committee will consider:

1. Scores on teacher-made instruments
2. Age and ability of student
3. Number of years previously retained
4. Teacher recommendation
5. Student Motivation

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

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

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

Adult Education Enrollment Requirements:

A student 18 years of age or older who no longer attends high school classes may enroll in an Adult education class of his/her choice so as to pursue a General Educational Development (G.E.D.) diploma.

A student 16-18 years old may enroll in an Adult Education Program if he/she has a verified hardship of the following categories: Parenting or pregnant, chronic illness, institutionalized, incarcerated, or family or economic hardship.

2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).
  1. Students must be 16 years of age or older and meet at least one of the following criteria:
    - Failed 8<sup>th</sup> grade LEAP, English Language Arts or Math for one or more years
    - Failed English Language Arts and/or Math and science or social studies portion of the GEE
    - Have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19
    - Participated in out-of-level testing or alternate assessment
    - Special Education Students shall be provided for in conformity with their IEP's
    - Students with limited English proficiency shall be considered eligible
  2. Enrollment is voluntary and requires parent/guardian consent.
  3. Counseling will be provided
  4. Carnegie credits may be earned, but are not required
  5. Students will participate in School Accountability:
    - Ninth grade iLEAP or

- Alternative Assessment (LAA-1 or LAA-2)

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

Tensas Parish School Board does not offer an Alternative setting

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. **(Do no include copies of policies identified in Bulletin 741.)**

Students are recommended to Adult Education classes when they meet state policy requirements and it appears to be the best opportunity for the student to obtain a diploma.

## J. Review of Placement

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

The School Building Level Committee will monitor the promotion and placement of students yearly, as appropriate, to determine that the parish's policies are being implemented uniformly.

The local board, superintendent, and/or parent or guardian may initiate review of promotion and placement decisions. The proper channeling of complaints is as follows:

- (1) Teacher
- (2) Principal
- (3) Superintendent
- (4) School Board

The Board will consider hearing citizen's complaints when they cannot be resolved by the administration. Matters referred to the board must be in writing and should be specific in terms of the action desired. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

## 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.

Student records will contain cumulative file grades K-12.

Student records for the purposes of the guidelines shall include:

- (1) Course grades

- (2) Scores on Louisiana Norm-Referenced Testing Program and Louisiana Educational Assessment Program.
- (3) Scores on local testing programs and screening instruments necessary to document the local criteria for promotion.
- (4) Information (or reasons) for student placement.
- (5) Information on the outcome of student participation in remedial and alternative programs.
- (6) Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973.
- (7) A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a compensatory or a remedial program.
- (8) A copy of the parent's written consent for the student to be placed in or removed from an alternative to regular placement.
- (9) Special education documents as specified in the approved IDEA, Part B, LEA application.
- (10) When a decision is made to retain a student in grades K-12, 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 the Pupil Progression Plan.
- (11) Students transferring from out-of-state with sufficient documentation of special educational services may be placed on an Interim IEP until reports and records are received from the sending school.

## L. Due Process

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

- a. Regular education students

Due process procedures for teachers, students, and parents as adopted by the Tensas Parish School Board:

Aggrieved party is student, parent, school employee or concerned citizen with grievance to be filed with Superintendent or designee concerning practices at school site. Proceedings may end at any step upon mutual agreement or upon aggrieved party's satisfaction.\*

INFORMAL

Oral Notification to  
Principal

Oral hearing with  
Principal (5 days)

Disposition of  
Grievance (5 days)

FORMAL

Written grievance filed with Principal or designee

Hearing scheduled by Principal or designee (5 days)

Disposition by Principal or designee (5 days)

Copy of appeal to Superintendent

Hearing scheduled by Superintendent or designee  
(15 days)

\*Disposition by Superintendent or designee (5 days)

Appeal to Board (5 days)

Hearing scheduled by Board President (30 days)

Disposition by Board (5 days)

Appeal to courts and/or Office for Civil Rights

\*R.S. 17:416(A) (1) c specifies that the decision of the Superintendent or designee is final when the hearing concerns the suspension of a student. According to the law, the School Board is not authorized to remit any portion of that decision.

Aggrieved party is principal, supervisor, or other central office employee with grievance to be filed with Superintendent. Complaint concerns practices of school system.

OR

Aggrieved party is resident of area encompasses by school system or is an employee of system. Complaint concerns policy.

INFORMAL

Oral Notification to  
Superintendent

FORMAL

Written grievance filed with Superintendent

Hearing scheduled by Superintendent or designee  
(15 days)

Oral hearing with  
Superintendent (5 days)

Disposition by Superintendent or designee (5 days)

Appeal to Board (5 days)

Hearing scheduled by Board President (30 days)

Disposition by Board (5 days)

Appeal to courts and /or Office for Civil Rights

b. Student with disabilities

In the case of the student with a disability, the due process procedures must be consistent with those described in the approved individuals with Disabilities Act (IDEA) Part B, LEA Application.

c. Section 504 students

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

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

All local options have been addressed

# SECTION IV

## REMEDIATION

### Legal Authorization

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

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

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

#### **Purpose**

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

#### **State Mandatory Requirements**

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

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

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

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

## **Local Program Development and Evaluation**

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

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

### **I. School Year Remediation Program**

#### **A. Program Objectives**

1. At least 80% of the eligible students will participate in the School Year Intervention/Remediation program.
2. Of the total students who participate in the School Year Intervention/Remediation program, 40% of the participants will achieve the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade on the Spring 2008 LEAP test.

## B. Program Description

1. Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for school year intervention/remediation.

Tensas Parish schools will offer remediation during the school year to the following groups of students:

- a. students repeating the 4<sup>th</sup> and 8<sup>th</sup> grade as a result of failing LEAP, and
  - b. first-time 4<sup>th</sup> and 8<sup>th</sup> graders with *Approaching Basic* and/or *Unsatisfactory* scores in their 3<sup>rd</sup> and 7<sup>th</sup> grade iLEAP tests.
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 for small group instruction will be no more than 10:1, and preferably 7:1 as previously used in the LEAP tutoring program.

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?

Students will be offered remediation at least one hour a week.

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

Remediation will begin in October 1, 2008, and will end on March 31, 2009.

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

Remedial teachers will be certified teachers. Paraprofessionals will be at least twenty years of age, will possess a high school diploma or its equivalent; and will have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student.

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

Teachers will provide instruction that addresses a variety of learning styles to ensure they meet the needs of all the children. Teachers will be given an individual remediation plan (IRP) for each student which identifies the student's weaknesses which need to be addressed in remediation. Teachers will use a variety of materials which may include Coach remediation materials, American Book Company remediation materials, the LEAP Tutoring Guides and any other teacher-selected materials which the teacher feels will meet the needs of the students with whom he/she is working.

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

At sites where remediation is offered after regular school hours, parents of students eligible for remediation will be sent a letter from the school stating that the remediation is available and that their child would benefit from the remediation. The parents would indicate whether their child would attend remediation by checking the appropriate box on the letter. The parents would then sign the letter and return it to the child's school. The principal or his/her designee would keep these letters on file. At sites where remediation is offered during the regular school day, parents of eligible students will be notified that their child was / will be / is attending remediation classes during the school day. Principals will schedule the eligible students in these classes.

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

Remediation will be based on the same criteria as Math and ELA.

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

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

Personnel and materials/supplies for remediation classes to be held at two sites after the regular school day would be funded with Title I funds and 21<sup>st</sup> Century Community Learning Center funds. Transportation for the after school classes is provided by 21<sup>st</sup> Century Community Learning Center funds. The remediation classes to be held at all three sites during the regular school day would be funded through local funds, for these classes will be provided using existing personnel. Any materials needed for these remediation classes would be purchased with Title I funds.

### **D. Evaluation**

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

- 1) Attendance data will be analyzed to determine the percentage of eligible students who participated in the School Year Intervention/Remediation program. (Goal:80%)
- 2) Spring 2009 LEAP test results will be analyzed to determine the percentage of program participants who met the passing standard needed for promotion to the 5<sup>th</sup> or 9<sup>th</sup> grade. (Goal: 40%)

## **II. Summer Remediation Program**

### **A. Program Objectives**

Summer school, constituting a program with a minimum of 50 hours of student attendance per subject and an end-of-summer retest, will be offered by the school

system at no cost to all students who score at the below the level set forth in SBESE guidelines on LEAP in grades 4 and 8 or those who did not take the Spring test.

1. Grade 4- By the end of the school year, 50% of the students receiving remediation in Language Arts an/or mathematics will achieve “Basic” on the Grade 4 LEAP CRT. Students scoring “Unsatisfactory” on science and social studies will be identified and will participate in intensive, in-school tutoring.
2. Grade 5- By the end of the school year, 50% of the students receiving remediation will achieve 57.9 percentile or above on the Language Arts subtest of the iLEAP and/or 53.5 percentile or above on the math subtest of the iLEAP. (As monies are made available)
3. Grade 8- By the end of the school year, 50% of the students receiving remediation in Language Arts and /or mathematics will achieve “Basic” on the Grade 8 LEAP CRT. Students scoring “Unsatisfactory” on science and social studies will be identified and will participate in intensive, in-school tutoring.
4. Grade 9- By the end of the school year, 50% of the students receiving remediation will achieve 57.9 percentile or above on the Language Arts subtest of the iLEAP and/or 53.5 percentile or above on the math subtest of the iLEAP. (As monies are made available)
5. Grade 10/11- By the end of the school year, 50% of the students receiving remediation in English, science, social studies, and/or mathematics will demonstrate growth in deficient areas by scoring “Approaching Basic” on the GEE Assessment in English/language arts, mathematics, science, and/or social studies.

## **B. Program Description**

1. Describe the criteria used to determine which 4<sup>th</sup> and 8<sup>th</sup> grade students are eligible for summer remediation.
  - a. Any public elementary or secondary student, including an exceptional student participating in LEAP (CRT and NRT), who scores “Unsatisfactory” on the LEAP, shall be provided remedial education.
  - b. The failure of Special Education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for extended special education programs (BESE Policy).
  - c. Students eligible for remediation will be identified by the school principal based on data from the Remediation Report.
  - d. A list of all eligible students shall be maintained at the central office level with individual school lists maintained at the building level (BESE Policy).
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?

Pupil/teacher ratio shall adhere to guidelines as set forth in Bulletin 741 for the appropriate grade level.

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

Instructional time allotted for remedial education classes shall adhere to guidelines as set forth in Bulletin 741 for regular courses in the area of deficiency.

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.

- 1) Teachers:

Remedial teachers shall possess the appropriate certification/ qualifications as required by the State Board

- 2) Paraprofessional

In the event that funds become available to employ an instructional paraprofessional who would be under the immediate supervision of the regularly certified teacher, the following qualifications will be required:

- (a) Must be at least twenty years of age;
- (a) Must possess a high school diploma or its equivalent; and
- (b) Must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student (R.S. 17:398 A and BESE Policy).

Title I Paraprofessional will be hired in accordance with the No Child Left Behind Law.

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

Student Profile

The LEAP Remediation Report provided by the State Department of Education shall be utilized to form small, ad hoc groups for instruction, based on common areas of deficiency. Prerequisite skills in the areas of deficiency shall be included in the instruction.

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

- 1) Students will be informed of LEAP test results.
- 2) Eligible students will be informed of remediation options.
- 3) Any student/parent refusing participation in remediation will be required to inform the principal of this decision and to sign and an approved standard refusal document at the school site.

**D. Coordination of Funds**

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

- a. State remedial education funds which are allotted to the local school system according to the distribution process outlined within the Minimum Foundation Program are coordinated with local and /or federal funds for remedial education programs, but are used expressly for students requiring remedial education.
- b. State funds for remedial education classes.
- c. The use of state remedial education funds in no manner decreases the use of local or federal funds for educationally deprived children. At the local level, federal funds may be utilized, along with grant monies, to provided extended day programs.
- d. All state remedial education funds are accounted for separately from all other funds and expenditures are reported as a categorical program in the manner prescribed by the State Board.

#### **D. Evaluation**

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

The Tensas Parish School Board shall complete an annual evaluation of its program. The program will be monitored by Tensas Parish Supervisors. Evaluation criteria will include: iLEAP, LEAP and GEE test data. Furthermore, remediation materials will be updated with a resource list being maintained at the district office.

### **III. GEE Remediation**

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

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

#### **A. Program Objectives**

1. At least 85% of the eligible students will participate in the GEE Remediation program.
2. Of the total students who participate in the GEE Remediation program, 60% of the participants will score Approaching Basic or Above on the retake tests.

#### **B. Program Description**

1. Student selection criteria

The Tensas Parish School Board will offer GEE Remediation classes in English Language Arts, mathematics, science, and social studies for eligible sophomores and juniors. The eligible students include students who scored Unsatisfactory in English Language Arts, mathematics, or both science and social studies last year or students who are in danger of scoring Unsatisfactory this year.

2. Pupil/Teacher ratio

If possible, the student/teacher ratio will be no more than 15:1

3. Instructional time

The remediation classes will be taught from Tuesday, May 27, 2008, to Friday, June 20, 2008, from 8:00 a.m. to 12:00 p.m. daily at Tensas High School in St. Joseph. In order to provide 40 hours of “summer remediation” in each subject area, two two-hour remediation sessions will be held from 3:30 p.m. -5:30 p.m. during the week of May 12<sup>th</sup> through 16<sup>th</sup>. Some additional after-school remediation classes may be offered after Spring 2008 test scores are received before the summer classes begin (May 19<sup>th</sup> to May 23<sup>rd</sup>). A total of 50 hours of remediation will be offered – 10 hours of “Bridge-Time” Remediation and 40 hours of Summer School Remediation. For students to receive ½ unit of Carnegie credit for Summer GEE remediation classes, students must be in attendance for 40 hours or more of instruction in a content area.

4. Selection criteria for teachers and/or paraprofessionals

GEE remediation classes will be taught by teachers certified and highly qualified in secondary mathematics, science, Social studies, or English Language Arts. The instruction will include standards-based instructional activities and assessments designed to assist students in learning the mat, science, social studies, and English Language Arts content that will allow them to score Approaching Basic or above on the GEE tests. The instruction in each content area will be based on the State Content Standards and on the rigor of the GEE.

5. Materials and methodology to be used

Louisiana Department of Education GEE Remediation Guides, Louisiana GEE Coach materials, as well as other standard-based materials, will provide the basis for instruction. If needed, teachers will attend local training session(s) on the use of the GEE Remediation Guides and any other materials which will be used.

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

List all that apply

A total of 50 hours of remediation will be offered with 10 hours of In-School “Bridge Time” Remediation and 40 hours of Summer School Remediation.

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

- a. Students will be informed of GEE test results.
- b. Eligible students will be informed of remediation options.
- c. Any student/parent refusing participation in remediation will be required to inform the principal of this decision and to sign an approved standard refusal document at the school site.

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

State remedial education funds are allotted to the local school system according to the distribution process outlined within the minimum Foundation Program are coordinated with local and/or federal funds for remedial education programs, but are expressly for students requiring remedial education. The use of state remedial funds in no manner decreases the use of local or federal funds for educationally deprived children.

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

The Tensas Parish School shall complete an annual evaluation of its program. The program will be monitored to be sure that the GEE test data and attendance records are being used for evaluation.

## 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 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.
  1. **Alternate Assessment**- the substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.
  2. **Alternative to Regular Placement**- Placement of students in programs which are not required to address the State Standards, by require parental permission.
  3. **Content Standard**- statements of what we expect students to know and be able to do in various content areas.
  4. **LEAP 21 Summer Remediation Program**- the summer school program offered by the LEA for the specific purpose of preparing students to pass the LEAP summer retest in English Language Arts, or Mathematics.
  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 grades 4 and 8 Criterion-reverenced Testing Program including English Language Arts, mathematics, social studies and science and Graduation Exit Examination (English language arts, mathematics, written composition, science and social studies).
  6. **Promotion**- A pupil's placement from a lower to higher grade based on local and state criteria contained in these guidelines.

7. **Promotion**- A comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives are supplement the 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.
  8. **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.
  9. **Remedial Programs**- programs designed to assist students including students with disabilities and Non/Limited English Proficient (LEP) students to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
  10. **Remediation**- see Remedial Programs.
  11. **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**- Defined as one who is functioning at grade level or above in reading and language as determined by the local system.
  2. **Approved School**- The school meets the minimum standards established by the Louisiana State Board of Elementary and Secondary Education.
  3. **"Basic/Approaching Basic Levels"**- Scoring at the "Basic level on either the English Language Arts or Mathematics portions of the LEAP21 and "Approaching Basic" on the other of English Language Arts or Mathematics portions of the LEAP21.

4. **Due Process**- Fair and impartial treatment
  5. **Grade Level**- Refers to the performance level of a student based on the grade year.
  6. **I.E.P.**- Individual Education Plan
  7. **NCE (Normal Curve Equivalent)**- A score based on an equal-increment standard of measurement (equal-interval scores), on a scale from 1 to 99 with a mean of 50 and a standard deviation of 21.06. Equal interval scores that increase by equal-increment of amounts along the length of a scale.
  8. **Non-categorical preschool handicapped**- is an exceptionality in which children ages 3 to 5, but not enrolled in a State approved kindergarten, are identified as having a handicapped condition which is described, according to functional and /or developmental levels, as mild/moderate or severe/profound.
  9. **Pre-GED/Skills Program**- preparation for completing GED and skills training for employment or pre-employment training.
  10. **School Building Level Committee**- A committee composed of the principal, teacher(s), pupil appraisal, guidance counselor and other staff which evaluates decisions for promotion, retention, acceleration, and placement in remedial programs and/or referral to appraisal personnel.
- Additional information that you wish to add would begin with Appendix B.