

Louisiana Believes

**2015-16**  
**Pupil Progression Plan**  
**St. Helena Parish**  
**School District**

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**State Superintendent of Education**

**Revised July 2015**

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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 March 2010). The format for writing the Pupil Progression Plan (PPP) has been updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

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

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

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Pupil Progression Plan

for

St. Helena Parish School District

for

2015-2016

Submitted to Louisiana Department of Education

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(Date Submitted)

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# SECTION I

## FORMAL SUBMISSION STATEMENT

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

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- 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 and 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.

### Formal Submission Statement

Assurance is hereby made to the State Department of Education that the St. Helena Parish School District'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.

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Superintendent

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School Board President

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Date

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Date

PUPIL PROGRESSION PLAN  
LEA CONTACT INFORMATION

LEA Contact Person (Primary) Brandy Vaughn, Ed.D

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

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

\_\_\_\_\_  
(Secondary Signature)

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



# **Committee Members**

**2015-2016**

**Members:**

|                        |                                  |
|------------------------|----------------------------------|
| Dr. Kelli Y. Joseph    | Superintendent                   |
| Dr. Brandy Vaughn      | Chief of Curriculum & Technology |
| Dr. Candace Robertson  | Chief of Academic Operations     |
| Sonia Fields-Gutierrez | Chief Academic Officer           |
| Miranda Watson         | Parent                           |

# **Documentation of Input**

**2015-2016**

**SEE APPENDIX C**

**Public Notice of Pupil Progression Plan  
For St. Helena Parish School System**

The 2015 – 2016 Pupil Progression Plan draft of the St. Helena Parish School System is available for public review at the reception desk at the Central Office at 354 Sitman St, Greensburg. It is also available at [www.sthpk-12.net](http://www.sthpk-12.net) until August 1, 2016.

## SECTION II

### STATE AND DISTRICT POLICIES

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

#### I. Placement

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

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

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

The Developmental Skills Checklist (DSC) is the primary screening instrument used to determine academic readiness for a student who has not attended an approved full-day public or private kindergarten program for a full academic year. In addition, an Observation Survey and the End-Of-the-Year Kindergarten Math and ELA tests will be administered to assess the student's proficiency in kindergarten critical skills. If needed and/or available, the student's kindergarten report card will be reviewed.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)
  - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)
  - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other

applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)

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

Once a student has been identified as gifted in accordance with Louisiana Bulletin 1508, a request for early entrance into kindergarten may be initiated by parents, teachers, or other school personnel. The teacher or principal will submit the request to the student's IEP team and it shall be addressed on an individual basis. In addition, the student must demonstrate mastery of **pre-k** skills on the TS Gold assessment.

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

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

The Developmental Skills Checklist (DSC) is the primary screening instrument used to determine academic readiness for a student who has not attended an approved full-day public or private kindergarten program for a full academic year. In addition, an Observation Survey and the End-Of-the-Year Kindergarten Math and ELA tests will be administered to assess the student's proficiency in kindergarten critical skills. If needed and/or available, the student's kindergarten report card will be reviewed.

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

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

Every child entering kindergarten for the first time shall be given a nationally recognized readiness screening (DSC). The results of this screening shall be used in student placement and planning for instruction. (Bulletin 741 §325 C)

## **B. Transfer Students**

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript,

showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

- a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
  - 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 standardized placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
- a. The LEA 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 standardized placement test.
  - d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the standardized test and/or do not attend summer remediation.

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

Nonpublic and home schooled students in fourth and eighth grades who do not participate in the spring or summer administrations of the state mandated standardized assessment and/or do not attend summer remediation shall be administered, **and must pass**, the ELA and Math portions of the *state-selected standardized assessment placement test* administered between August and February 15<sup>th</sup> before entering a public school.

Should the student enter public school outside of the aforementioned window, he/she shall be administered, **and must pass**; the ELA and Math portions of the St. Helena Parish School District approved Grade Level Exams.

The student must score at least 70% on the tests.

Students who pass the tests will be promoted to the fifth and ninth grades, respectively. For students who did not pass the tests will be evaluated on an

individual bases and the final decision regarding placement will be made by the SBLC.

- ▶ Describe the placement policies for transfer students entering transitional 9<sup>th</sup> grade.

### Placement policy for transfer students entering Transitional 9<sup>th</sup> grade

Students who enter into St. Helena Parish School District *after* the first week in June, fail to meet promotional standards for 8<sup>th</sup> grade, and have failed to participate or meet the requirements of the aforementioned summer school program may be placed into transitional 9<sup>th</sup> grade with the following stipulation:

Students will be required to take remedial ELA and/or Math as an elective in addition to receiving instruction in 9th grade high school courses.

The final decision to place students into transitional 9<sup>th</sup> grade is to be made by the SBLC.

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

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

- Approved schools within the state (public/nonpublic)

When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, the units of credit earned, and, immunization records shall be required. (Bulletin 741)

A student transferred from a state approved school, in state will be allowed credit for work completed in the former school. Students transferring with an E, S or U as a major grade on their report card shall have their major subject grades converted to letter grades. Conversions will be as follows: E = A; S = B; U = F. Diagnostic testing or additional assessments may be used to determine appropriate placement.

In accordance with Bulletin 118 § 1829, EOC transfer rules, a transfer student is not required to take the EOC tests for courses he/she already **successfully completed** for Carnegie credit.

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

A student transferring from an approved out-of-state school shall be allowed credit for work completed in the previous school. A properly certified transcript, showing the student's records of attendance, achievement, and the units of credit earned shall be required. The most current immunization record is also required.

If the student is to be placed in ninth grade the following stipulations apply:

- Any student transferring from an approved out-of-state school in grades five and nine to the public school system between August 1<sup>st</sup> and February 15<sup>th</sup> shall be administered, **and must pass**, the ELA and Math portions of the state selected *placement* assessment.
- If a student transfers outside of the aforementioned window he/she will participate in the spring and/or summer administrations, **and must pass**, the ELA and Math portions of the state selected *standardized* assessment.
- Should the student enter the public school system when there is no placement assessment or the spring and/or summer state selected standardized assessment sessions have already been administered, he/she shall be administered, **and must pass**; the ELA and Math portions of the St. Helena Parish School District approved Grade Level Exams.

The student must score at least 70% on the tests.

If the student does not meet passing standards he/she shall be placed in transitional ninth grade. However, the final decision to place students into transitional ninth grade is to be made by the SBLC.

A records review shall be conducted, including evaluation information for exceptional students transferring from another system, or designee before the student is enrolled in a special education program.

In accordance with Bulletin 118 § 1829, EOC transfer rules, a transfer student is not required to take the EOC tests for courses he/she already **successfully completed** for Carnegie credit.

- Home Study and Unapproved schools (public/nonpublic)
  - Provisions for Standardized assessment Students
  - Names of the entrance tests used to determine grade placement
  - The procedure used for determining Carnegie credit for high school students

A student transferring from an unapproved school, in state or out-of-state, approved home study programs, or foreign schools will have placement and/or credits determined for the student through screening, evaluations, and/or examinations.

Students 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-mandated standardized* assessment.



After February 15, any 9th grader is not required to take these placement tests.

Students of all grade levels who have been on state approved home study programs and wish to enter into St. Helena Schools will:

- Report to the assigned school.
- Present a copy of the approved application for each year that the student has been in the home study program.
- Present a report that provides information about the program of studies pursued by the student while in home study.

### **St. Helena Arts and Technology Academy placement for home study students (Prek-6)**

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students. SBLC shall make placement recommendations after receiving results.

It is recommended that the students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry.

The student shall be placed using the following guidelines:

1. Evaluations from norm referenced tests according to parish standards, or other diagnostic or achievement instruments used by the school.
  - a. Tests similar to state mandated assessment in reading and math results.
  - b. Recommendations by the School Building Level Committee.

### **High school placement for home study students**

The home study student should enter at the beginning of the school year. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams developed and administered at the school where the student is applying. These tests may be taken prior to placement into the school system.

When a student transfers from a school that used letter grades only, the following numerical grades shall be assigned:

A = 90      B = 80      C = 70      D = 60      F = 59

#### o Provisions for Standardized assessment Students

Students in grade nine transferring to the public school system from home schooling program shall be **required** to pass the English Language Arts **and** mathematics portions of the state-developed STANDARDIZED ASSESSMENT placement test.

If the placement test is not available for administration, the student will

be required to take the ELA and Math portions of the St. Helena Parish School District approved Grade Level Exams.

- Names of the entrance tests used to determine grade placement

These tests include tests similar to state mandated standardized assessment in reading and mathematics, end of the book tests and similar components of the adopted textbooks series, grade level materials and norm-referenced data. The interpretation of the results of the test given will be based on the student's entry date. If the student's placement is in question, the principal will convene the SBLC.

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

A student entering a St. Helena public school at the secondary level (9-12) from an approved Home Study program will not be granted any units of credit unless he requests and is administered a school proficiency exam. See Appendix B for Guidelines for Nonpublic and Home Schooled Students Transferring to the Public School Systems: Participation in the state mandated standardized assessment.

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.

The LEA may require the student to take an examination on any subject matter for which credit is claimed.

In accordance with Bulletin 118 § 1829, EOC transfer rules, a transfer student is not required to take the EOC tests for courses he/she already **successfully completed** for Carnegie credit.

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

Schools receiving a student from an unapproved school will determine the placement of and/or credits for the student. The principal and/or superintendent may require the student to take an entrance examination on any subject matter for which credit is claimed. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.

Students in grade 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 STANDARDIZED ASSESSMENT placement test.

In accordance with Bulletin 741 guidelines, when a student transfers from the Home Study Program to an approved public school, the school will have the authority to test the student to determine the appropriate grade level placement or subject matter unit

credit. The student will not be advanced more than one grade level for each year of participation in home study.

### C. Transfer policies for students with disabilities

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

► Describe the procedures for Initial IEPs.

A student who has been receiving special education in one school system in Louisiana and transfers to another school system within Louisiana shall be enrolled in the appropriate special education program in the new school system

with the current IEP or the development of a review IEP within ten operational days. The same applies to migrant or non-public transfers with disabilities.

### **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 ten school days.

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

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

► Describe the procedures the LEA have established to identify language minority students.

Schools will initially identify language minority students by reviewing registration information, school records, and input from the parents. Every family entering the St. Helena School District must complete a Home Language Survey.

All LEP students in the St. Helena School System will be identified, assessed, placed,

and served in the most appropriate educational setting possible to meet individual needs, according to Bulletin 1851, Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency.

If the student's first language is not English, the student will be identified as LEP with the entry code in the district's Student Information System indicating that English is the second language.

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

- Describe the procedures the LEA have established to determine if language minority students are Limited English Proficient.

All language minority students who are suspected of being limited English proficient will be screened after parental notification using an appropriate assessment instrument. A SBLC meeting will be held to discuss the results with parents and teacher. If results indicate that the student is limited in English proficiency, and then they will be tracked as LEP students, provided needed accommodations and administered the ELDA test.

c. Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

- 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.

- LEP students shall be provided special language services which address their need for becoming fluent and literate in English.
- LEP students shall be provided instructional programs which foster their success in math, social studies, language arts and science. SHPS use a content-based instructional program.
- No LEP Student will be retained solely on the basis of limited English Proficiency.
- Limited English Proficient students will receive English as a Second Language (ESL) instruction provided as a part of Language Arts. Services will be provided in accordance with Bulletin 1851, Louisiana School Administrators Handbook: Educating Language Minority Students with Limited English Proficiency.
- Placement, grading, promotion or retention shall comply with established criteria listed in the St. Helena Pupil Progression Plan.
- The instructional program for the limited English proficient secondary student will be one in which the LEP student will not be placed in highly language-dependent courses

(i.e. US History) until he develops a level of competency to succeed in the courses. LEP students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits where appropriate.

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

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

Students who were initially identified as LEP and later scored as proficient on the ELDA will be kept in the data system as LEP for 2 years. Their grades and performance will be monitored for these 2 years to determine if assistance is needed.

- e. No LEP student shall be retained solely because of limited English proficiency.

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

## **E. Review of Placement**

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

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

The St. Helena Parish School Board, the superintendent, the principal, and/or the teacher, may initiate a request for the School Building Level Committee to review promotion and placement decisions. The School Building Level Committee is charged with the responsibility of reviewing all information regarding the decision. The parents will be informed by mail of the School Building Level Committee decision. If the decision is for retention in the current grade, the parent will be informed of the right to appeal at the school level.

School level appeals must be filed with the appropriate school official by June 10.

Records, reports, and any other evaluative criteria upon which the promotion decision rests shall be available, within the confines of the confidentiality laws, to the qualified individual initiating the review. The general procedure of due process shall be followed in the review.

### **School Level Appeal**

The SBLC is charged with the responsibility of reviewing all information regarding the retention decision. Review of placement shall be conducted by the School Building Level Committee members of which should be appointed by the principal.

If the initial SBLC decision stands, the parents will be informed by mail of their right to appeal to the District. The notification to the parents must include a copy of the District Appeals Form. Grade placement appeals to the District Level must be received at the St. Helena Parish School Board Office by June 20.

District level appeals must be filed with the appropriate district official by June 20. Records, reports, and any other evaluative criteria upon which the retention decision rests shall be available, within the confines of the confidentiality laws, to the qualified individual initiating the review. The general procedure of due process shall be followed in the review.

Decisions to place students with an IEP shall be made by the IEP team.

### **District Level Appeal**

The District Appeals Committee is charged with responsibility of reviewing the SBLC's processing of evidence. The chairperson of the District Appeals Committee will insure that the following procedures are adhered to:

- a. Inform the parents of their right to address the District Appeals Committee Meeting.
- b. Inform the school of its right to have a representative address the District Appeals Committee.
- c. Review documentation and evidence of compliance with procedures provided by the SBLC to assure that appropriate processing has taken place.
- d. Render a decision based on the review of documentation and evidence.
- e. Send a written notification by certified mail of the decision to parents within ten (10) working days.

## **II. Attendance Policy**

- A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.
  1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
    - a. 10,020 minutes for a six-period schedule;
    - b. 8,589 minutes for a seven-period schedule; and

- c. 7,515 minutes for an eight-period or 4x4 block schedule.
- d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

### **III. Promotion K – 8**

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

#### **A. Requirements of the Louisiana Educational Assessment Program or State Selected Mandated Assessments**

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
  2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
  3. At the conclusion of the 2015-2016 school year, placement decisions for fourth students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
  4. At the conclusion of the 2015-2016 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
2. Students with disabilities participating in STANDARDIZED ASSESSMENT must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)
  3. IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the



school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)

4. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
5. 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. (Bulletin 1566 §707 E)
6. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
7. 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. (Bulletin 1566 §707 E)

► Describe the LEA's criteria for determining if a first-time fourth grader will be placed in fifth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

If a first time fourth grade student fails to meet the promotional requirements as outlined in the Pupil Progression Plan the student may still be promoted to fifth grade if they successfully complete St. Helena Parish School District's Four Week Summer School remediation program.

Successful completion of the summer remediation program is inclusive of: coursework and a score of 70% on the final exam of the deficient course(s).

The resource listed below shall aid in intensive remediation.

- Odysseyware program

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

### [Summer School Intervention Plan](#)

Fourth grade students who fail to meet the promotional requirements as outlined in the Pupil Progression Plan will be considered non-proficient at that time. However, a student may still be promoted to fifth grade if he/she successfully completes St. Helena Parish School District's Four Week Summer School remediation program.

Successful completion of the summer remediation program is inclusive of: coursework and a score of 70% on the final exam of the deficient course(s).

The resource listed below shall aid in intensive remediation.

- Odysseyware, a software program used to provide personalized instruction by intensifying lessons.

Students who do not meet these requirements will remain in fourth grade for the upcoming academic school year.

#### Academic School Year Intervention Plan

Upon successful completion of St. Helena Parish School District's Four Week Summer School remediation program, former non-proficient students shall be promoted to the fifth grade. In addition to receiving instruction in the 5<sup>th</sup> grade classroom, students may receive remediation of grade 4 deficiencies and individualized supplemental services from the regular classroom, literacy, and math resource teachers and/or additional tutoring. The teacher(s) will identify specific instructional needs and implement strategies to address any academic needs.

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

If a first time eighth grade student fails to meet the promotional requirements as outlined in the Pupil Progression Plan the student may still be promoted to transitional ninth grade if they successfully complete St. Helena Parish School District's Virtual Academy Summer School remediation program.

Successful completion of the summer remediation program is inclusive of: coursework and a score of 70% on the final exam of the deficient course(s).

The resource listed below shall aid in intensive remediation.

- Odysseyware, a software program used to provide personalized instruction by intensifying lessons.

**The final decision regarding placement is to be made by the SBLC.**

► Describe how you will address remediation for transitional 9<sup>th</sup> grade students during the summer and school year while ensuring credit accumulation and exposure to 9<sup>th</sup> grade level ELA and math content.

#### Summer School Intervention Plan

Students who fail to meet promotional standards for transitional 9<sup>th</sup> grade are required to participate in St. Helena Parish School District's Virtual Summer School Remediation

program. This program is available to any student who needs to recover credits. While in the program the student must:

- a. complete all assigned coursework
- b. score 70% on the final exam of the deficient course(s)

The resource listed below shall aid in intensive remediation.

- Odysseyware, a software program used to provide personalized instruction by intensifying lessons as needed.

### Academic School Year Intervention Plan

Students will be required to take either retake ELA and Math courses or take remedial ELA and/or math as an elective in addition to receiving instruction in 9th grade high school courses.

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

Each campus will establish a committee of knowledgeable persons, called an SBLC. Promotion and placement decisions will be rendered and the monitoring of the parish Pupil Progression Plan will be conducted by the local Building Level Committee and the Central Office Review Committee. The composition and function of these committees are given below:

#### Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

- **COMPOSITION**
  - Classroom teacher directly involved with instruction of student
  - School Administrator
  - Counselor or classroom teacher not directly involved with instruction of students
  - Teacher of any special program in which student is involved
  - Parent of student
  - Student (when appropriate)
- **FUNCTION**
  - To review the data from all available sources on each individual student relative to a promotion or retention appeal, waiver, or extenuating circumstance, on a semester or annual basis when applicable.
  - To make recommendations for remediation and/or placement.
  - To serve as a review committee to investigate complaints initiated by parents or guardians at the local level (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal.)

#### Central Office Review Committee

- **COMPOSITION**
  - Superintendent or Designee and/or

- Chief of Academics and/or
- Social Worker and/or
- Chief of Innovation, especially when a student in a special program is involved
- **FUNCTION**
  - To monitor periodically the parish's policies on pupil progression and placement decisions for uniformity through on-sight visitation and examination of data relative to the plan.
  - To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee.
  - To render final decision relative to protest concerning the Pupil Progression Plan.
  - To ensure the district plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.

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

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014)

## **B. High Stakes Testing Policy**

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

► Describe the LEA's procedure for determining if a 4<sup>th</sup> or 8<sup>th</sup> grade student will receive a *Mastery/Advanced* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 A.)

St. Helena may override the State policy for students scoring at the “*non-proficient*” level in English language arts or mathematics, if the student scores at the *Mastery* or *Advanced* level on the iLeap content areas, provided that the following criteria are met:

- a. The decision is made in accordance with a referral to the School Building Level Committee (SBLC);
- b. the student has participated in **both** the spring and summer administrations of STANDARDIZED ASSESSMENT and has attended the summer remediation program offered by St. Helena (the student shall participate in the summer retest only on the subject that he/she scored at the “*non-proficient*” achievement level during the spring test administration); and

- c. written/signed parental consent is granted.

The SBLC considers such factors as the student's age, attendance records, social maturity, grades, teacher recommendations, classroom performance, parental input, intervention and/or remediation provided, performance on LAA test, progress toward meeting IEP goals, and objectives and participation in summer remediation (when appropriate).

- ▶ 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 *Proficient* achievement level on state mandated assessments for English and Mathematics.

The decision to retain a student in 4<sup>th</sup> grade more than once as a result of failure to score at or above the achievement level required by the state in ELA and/or math on state mandated assessments for English and Mathematics shall be made by SBLC/SAT after reviewing the following information pertinent to each student:

- Age
- Previous retentions
- School performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

- ▶ 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 STANDARDIZED ASSESSMENT and if he/she will be 12 years old on or before September 30<sup>th</sup> of the next school year. (Bulletin 1566 §703 C.)

A student who has repeated the 4<sup>th</sup> grade will be promoted to only the 5<sup>th</sup> grade based on School Building Level Committee (SBLC) decision and sent to the Local Superintendent for approval.

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

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

- a. The student's highest score in English Language Arts and/or Mathematics on either the spring or summer state selected standardized must fall within twenty (20) scaled score points of the cutoff score for *proficient*.
- b. The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.

- c. The student must have attended 85% of the STANDARDIZED ASSESSMENT summer remediation program.
- d. The student will be 12 years on or before September 30<sup>th</sup>.
- e. The student must have taken the STANDARDIZED ASSESSMENT retest given after the STANDARDIZED ASSESSMENT summer remediation program has been concluded.
- f. The student must:
  1. Have met State-mandated attendance regulations during the regular school year and locally mandated regulations during the summer remediation program.
  2. 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 *proficient* achievement level in the subject for which the appeal is being considered.

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

The transitional program will be designed to provide a class setting to students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade coursework.

St. Helena Parish School District's Four Week Summer School remediation program is inclusive of a software program used to provide personalized instruction by intensifying lessons, namely Odysseyware. Students who participate in the summer school program must:

- Meet the attendance requirement (85% of the days required for each subject).
- complete all assigned coursework, and
- score of 70% on the final exam of the deficient course(s).

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

- a. A student should be in attendance 85% of the days required for each subject.
- b. Extenuating circumstances will be granted according to the regular school attendance policy of extenuating circumstances.
- c. Students are urged to attend school everyday.
- d. After the summer retest, if a student does not have the combination standard needed for promotion (Proficient in ELA or Math and Approaching Basic in the other subject), they may be eligible for the policy waiver or override. The student must participate in summer remediation and take the retest in subject(s) (ELA and/or math) in which a non-proficient score was achieved in the spring.
- e. After remediation and the summer retest, a district may consider a student for the waiver if he/she scored at the non-proficient level on ELA and Math.
- f. After remediation and the summer retest, the override may be considered for a student scoring non-proficient in ELA or Math and Basic in the other, or provided that the student scored non-proficient or above in science and social studies.

Students must also meet the additional criteria outlined in the High Stakes Testing Policy.

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

Students fail to meet promotional standards for 8<sup>th</sup> grade, and have failed to participate or meet the requirements LEA's summer school program may be placed into transitional 9<sup>th</sup> grade with the following stipulation:

Students will be required to take remedial ELA and/or Math as an elective in addition to receiving instruction in 9th grade high school courses.

The final decision to place students into transitional 9<sup>th</sup> grade is to be made by the SBLC.

► Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

Transitional 9<sup>th</sup> grade students will meet with the Guidance Counselor and High School Academic Dean at the beginning of the school year and after the first semester (i.e. December) and in an effort to make sure the student is enrolling and excelling in the appropriate courses.

► Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

Academic Audits, transcript and grade marking periods are conducted by the support team four times in a school year. If it is found that a student is deficient in an ELA or Math course, he/she will receive tutoring at least one hour per day until skills are acquired or the school year has ended.

► What Career Readiness Course Opportunities will be provided to the students? All high school students are exposed to job readiness courses, i.e. Journey to Careers. In this course students discover which JumpStart pathway in which they are interested. In addition, the Guidance Counselor will be sure to schedule students in one of the available pathways at the end of the sophomore year.

► How will an appropriate T9 curriculum be identified and implemented?

The academic team of St. Helena College and Career Academy is charged with the responsibility of deciding an appropriate curriculum to meet the needs of all students.

During the first hour of the school day, students with academic deficits in ELA and Math will be allowed to receive remediation.

### C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

#### Kindergarten

- Meet the state requirements for attendance.
- Math – Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Louisiana State Standards and students must score an 80% on the parish made Math Test, not to exceed the requirements stated in the prescribed standards and benchmarks and Louisiana State Standards.
- English Language Arts/Reading Essentials - Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Louisiana State Standards and students must score 80% on the parish made English Language Arts/Reading Essentials Test, not to exceed the requirements stated in the prescribed standards and benchmarks and Louisiana State Standards.

#### Grades 1-2

- Meet state requirements for attendance.
- Math – Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Louisiana State Standards
- English Language Arts/Reading Essentials - Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Louisiana State Standards.



- A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course, a student must have an average of 1 full quality point.

### Grade 3

- Meet state requirements for attendance.
- Earn a passing final grade on the report card by achieving the prescribed standards and benchmarks and Louisiana State Standards in the major subjects listed: Math, English Language Arts/Reading Essentials. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course, a student must have an average of 1 full quality point.

### Grade 4

- Meet state requirements for attendance.
- Students must achieve proficient on the English and Mathematics sections of STANDARDIZED ASSESSMENT according to LDE High Stakes Testing Policy. (See High Stakes Testing Policy).
- For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- First time fourth grade students who pass the grade academically, meet the attendance requirement, but fail English/Language Arts and/or mathematics during spring administration of STANDARDIZED ASSESSMENT, will be promoted to 5<sup>th</sup> grade if they pass summer retest for both sections. STANDARDIZED ASSESSMENT summer remediation is strongly recommended.
- Second time fourth graders shall/must attend STANDARDIZED ASSESSMENT remediation in order to be promoted to the 5th grade and meet attendance requirements.
- Earn a final passing grade on the report card by following the prescribed standards, benchmarks, and Grade Level Expectations (GLE's) in the major subjects listed:
  - Math, English Language Arts/Reading Essentials, and either Science or Social Studies.
  - A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course, a student must have an average of 1 full quality point.
- STANDARDIZED ASSESSMENT Alternate Assessment - Students with disabilities who participate in the Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

### Grades 5 – 6

- Meet state requirements for attendance.
- For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.

- Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in Math, English/Language Arts, and either Science or Social Studies.
- A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course, a student must have an average of 1 full quality point.
- Students who make an F in the fourth grading period and also fail the EOC will not receive a Carnegie Unit for US History.
- Alternate Assessment - Students with disabilities who participate in the Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

### Grade 7

- Meet state requirements for attendance.
- For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in Math, English/Language Arts, and either Science or Social Studies.
- To pass a course, a student must have an average of 1 full quality point. (Rounding a .5 up will not occur unless the average is at least a 1.0).
- Students who make an F in the fourth grading period and also make an F on the final exam/EOC fail the course. If the student fails the EOC he/she will not receive a Carnegie Unit for Biology.
- STANDARDIZED ASSESSMENT Alternate Assessment - Students with disabilities who participate in the STANDARDIZED ASSESSMENT Alternate Assessment (LAA1) shall have promotion decisions determined by the SBLC.

### Grade 8

- Meet state requirements for attendance.
- Students must achieve approaching basic/basic combination English and Mathematics sections of STANDARDIZED ASSESSMENT according to LDE High Stakes Testing Policy. (See High Stakes Testing Policy).
- To pass a course, a student must have an average of 1 full quality point. (Rounding a .5 up will not occur unless the average is at least a 1.0).
- Students who make an F in the fourth grading period and also make an F on the final exam/EOC fail the course. If the student fails the EOC he/she will not receive a Carnegie Unit for Algebra I.
- For students not administered the state CRT, proficiency in grade-appropriate skills, as defined by State Standards, must be demonstrated.
- Earn a final passing grade on the report card by following the prescribed standards, benchmarks and Grade Level Expectations (GLE's) in the major subjects listed:
  - Math, English/Language Arts, and either Science or Social Studies.
- STANDARDIZED ASSESSMENT Alternate Assessment - Students with disabilities who participate in the STANDARDIZED ASSESSMENT Alternate

Assessment (LAA1) shall have promotion decisions determined by the SBLC.

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

- Students in 4<sup>th</sup> grade will take Introduction to Spanish and will receive a satisfactory (S) or unsatisfactory (U) for the course.
  - Students in 5<sup>th</sup> grade will take Intermediate Spanish and will receive a satisfactory (S) or unsatisfactory (U) for the course.
  - In the event 6<sup>th</sup> grade students take High School Level Spanish I, a letter grade for the course will be recorded in the district's Student Information System.
- Explain the local definition of the term “grade level” or “on grade level.”
    - On Grade Level – a student performing “on grade level” is one who consistently demonstrates mastery of the common core state standards or grade level expectations for the expected grades.

#### IV. Promotion 9 – 12

##### A. Carnegie Credit and Credit Flexibility

1. Students may earn Carnegie credit as middle school and high school students in two ways:
  - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
  - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall require a minimum of 7,965 minutes for one Carnegie credit. In order to grant one-half Carnegie credit, LEAs shall require a minimum of 3,983 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
  - a. the name of the examination used to measure proficiency, if nationally recognized, or
  - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
  - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
5. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.

6. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
  - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

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

### **Attendance**

1. Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. Secondary students must meet the minimum attendance requirements to be eligible to receive Carnegie unit credit.
2. The only exceptions to the attendance regulations shall be those enumerated in Bulletin 741 and verified by the Director of Child Welfare and Attendance. Appeal will be available through the Director of Child Welfare and Attendance.
3. Child Welfare and Attendance staff will intervene after the third absence for a high school student.

### **Promotion and Classification**

1. Promotion is made on the basis of earned course credit in the regular program of studies and on the number of years in high school. Course credits earned for each school year are totaled and grade placement for regular education students and students with disabilities pursuing a high school diploma is determined according to the following:
  - a. Classification in grade 9 (freshman) is accomplished when a student meets the promotional requirements for grade 8.
  - b. Classification in grade 10 (sophomore) occurs when student has completed one year in high school and has earned 5 units, 4 of which are required.
  - c. Classification in grade 11 (junior) occurs when a student has completed two years in high school and has earned 10 units, 7 of which are required.
  - d. Classification in grade 12 (senior) occurs when a student has completed three years in high school and has earned 16 units, 10 of which are required.
2. Grade placement in grades 9-12 for students with disabilities pursuing a Certificate of Achievement is determined by the number of years in high school.
3. Course credit is earned when a student's final average for the course is 67% or higher and the student has met the minimum attendance requirements. If course credit is not earned, the student may retake the course during the regular school year. Upon meeting these criteria, the student will be eligible for the next appropriate level course. For semester courses, each quarterly grade will have 2/5 weight and the final examination 1/5 weight to compute the semester average. For two-semester courses that do not require an End-of-Course test, each semester will be averaged using the same weight as for a one semester course; the final averages will be computed by totaling the two semester averages and dividing by two.
4. To ensure that every student receives an adequate academic background to continue his/her education after high school and to master skills and competencies for employment, students must schedule a balance of required and elective courses.

5. Parents of students with academic deficiencies will be notified through progress reports at the mid-point of each quarter. Acceptable credits for meeting the criteria for promotion are listed below:
- A specific number of required credits, as described in Bulletin 741, at each grade level, in combination with elective credits earned by the student during the regular school session, will be counted in determining students' eligibility for promotion.
  - Units earned in summer school may be used to make up deficiencies (i.e., D or F) only. If prior approval has been given by the principal, units of credit earned in an accredited public school summer school program that adheres to the State's grade level expectations (GLEs) can be accepted when such earned credit is accompanied with proper verification from the accredited summer school. These units of credit may be accepted as made-up deficiencies.
  - Students can earn Carnegie credit by successfully completing all course requirements for distance education courses authorized by the LEA according to policies in Bulletin 741.
  - Validation for high school credit earned through BESE approved colleges and universities may be obtained for those college courses taken in collegiate summer programs and in concurrent or early admissions programs in accordance with provisions in Bulletin 741 and district guidelines and with prior approval by the principal. Units of high school credit may be earned in BESE approved high school programs with prior approval of the principal.
  - Units of high school credit earned both in summer school and in the regular school term in vocational technical schools in Louisiana which are under the jurisdiction of the State Board of Elementary and Secondary Education will be accepted, upon the receipt of proper verification, for the purpose of remediation or enrichment.
  - No credit may be given nor any credit accepted by transfer for tutoring or instruction provided by an individual acting privately (as stated in Standards for Secondary Schools, Southern Association of Colleges and Schools, 1997 edition).
    - a. Note that the number of units earned by the beginning of the fall term is the basis on which grade placement will be determined. Students in specially designed regular instructional programs and in courses designed for remediation must meet the unit requirements stated above for promotion.
    - b. Students who fail to earn credit in required courses must repeat the courses.
    - c. Students who fail to earn credit in elective courses may repeat the courses or take other courses that are also electives.

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

All of the credit bearing courses is awarded in whole credits. There is no opportunity to receive one half (1/2) unit of credit St. Helena Parish School District.

## B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade prior to 2008-2009,
  - b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
  - c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
  - a. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
  - a. A student who seeks to pursue a Career Diploma shall:
    - i. Fulfill the all the requirements for promotion to high school;
    - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
    - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
6. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
  - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
    - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
  - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:

- i. English II or English III
  - ii. Algebra I or Geometry
  - iii. Biology or American History
- c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)

## V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.  
It is recommended that a student not be retained more than a total of (1) time during grades K-4. (One time in grades Kindergarten – 4<sup>th</sup>). Retention in grades 4 will follow the State High Stakes Testing Policy as outlined in Section II.

Students are considered to be over-aged when they are at least two years older than usual for their grade. In an attempt to better serve these students and provide them with a second chance for success, the students will be remediated in a pull-out session and/or referred to SBLC.

- ▶ Describe any additional LEA policies that may determine student retention.  
When a student is enrolled in Kindergarten at the age of 5 and is never retained, that student will be age 9/10 when he/she completes grade 4. Overage students will be addressed by the SBLC. Upon the recommendation from this team, the superintendent will consider a waiver for placement to the next grade.
- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.  
All students will be universally screened three times a year using DIBELS K – 4 Reading; and NWEA's Measures of Academic Assessment (MAP) Skills Pointer will be used to create individualized plans for each student in math, reading, and science. Remediation and Progress Monitoring will occur at least every month.

## VI. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.  
Students in grades Kindergarten through fourth (4<sup>th</sup>) may be accelerated as much as one (1) grade level upon full completion of the following:
  - a. The parent and teacher concur that acceleration to advanced subjects would be of benefit to the child;
  - b. Results of Norm-Referenced Tests show that the student is performing at the 95<sup>th</sup> percentile or greater in at least two areas (reading, mathematics and language expression), scoring Advanced on STANDARDIZED ASSESSMENT Kindergarten DRA, or district approved placement test.

c. After a review of the data, the child may be accelerated or recommended for gifted.

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

- The SBLC will agree that acceleration would be of benefit to the child;
- results of Norm-Referenced Tests show that the student is performing at the 95<sup>th</sup> percentile or greater in at least two areas (reading, mathematics and language expression);
- after a review of the data, the child may be accelerated or recommended for gifted.

► Describe any applicable policies and procedures for grade “skipping.” Students in grades Kindergarten through fourth (4<sup>th</sup>) may be accelerated as much as one (1) grade level upon full completion of the following:

- The SBLC will agree that acceleration would be of benefit to the child;
- results of Norm-Referenced Tests show that the student is performing at the 95<sup>th</sup> percentile or greater in at least two areas (reading, mathematics and language expression.)
- after a review of the data, the child may be accelerated or recommended for gifted.

► Describe any policies governing services for gifted students.

If a student is identified as a gifted student under Bulletin 1508, the student will be provided an IEP and services will be provided during the school day.

## A. Early Graduation

1. Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years. (Bulletin 741 § 2317)

a. The early graduation program may include distance education (§2395), dual enrollment (§2327), and Carnegie credit earned in middle school (§2321).

b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

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

The LEA does not have any policies or requirements that would prevent students from graduating in less than four years. Students who meet the requirements for dual enrollment/early start programs may enroll in (Louisiana Technical Colleges) LTC, (Community Colleges) CC, ITT Technical Institute, or college/university courses. In addition, middle schools students are eligible to receive high school Carnegie units in accordance with Bulletin 741.



- All sixth grade students are eligible to enroll in an US History Carnegie credit course in middle school.
- All seventh grade students are eligible to enroll in a Biology Carnegie credit course in middle school.
- All eighth grade students are eligible to enroll in an English I Carnegie credit course in middle school.
- To be in an Algebra I Carnegie credit course in middle school, a student shall complete a pre-algebra course in seventh grade that addresses both the seventh and eighth grade GLEs (Grade Level Expectations). The student must score at the proficient level on the math state mandated test.
  - Students enrolled in the 8<sup>th</sup> grade and completing Algebra I course requirements may earn a Carnegie unit credit if the student successfully passes the End-of-Course test for Algebra I.

### C. Accelerated Student Achievement Pathway Program

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

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

The LEA is not participating in the ASAP Program for the 2016-2015 school year.

## VII. Remediation

### A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.
2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

### B. Purpose

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

## C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in STANDARDIZED ASSESSMENT, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
  - a. For the Graduation Exit Examination (GEE) and STANDARDIZED ASSESSMENT Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
  - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4<sup>th</sup> and 8<sup>th</sup> grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring STANDARDIZED ASSESSMENT (English Language Arts and/or Mathematics) tests.
    - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring STANDARDIZED ASSESSMENT tests or who failed to achieve the required level on STANDARDIZED ASSESSMENT.
    - ii. All students with disabilities who participate in STANDARDIZED ASSESSMENT testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
    - iii. Students with disabilities who participate in STANDARDIZED ASSESSMENT Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the STANDARDIZED ASSESSMENT summer remediation programs.
    - iv. Students with disabilities who participate in STANDARDIZED ASSESSMENT Alternate Assessment, Level 2 (LAA 2), are eligible to attend STANDARDIZED ASSESSMENT summer remediation programs.
  - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the STANDARDIZED ASSESSMENT 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 STANDARDIZED ASSESSMENT Science and Social Studies tests.
  - e. Each LEA shall provide transportation to and from the assigned STANDARDIZED ASSESSMENT Remediation summer site(s) from, at a minimum, a common pick up point.

## D. Local Program Development and Evaluation

1. In addition to any state guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the STANDARDIZED ASSESSMENT/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 STANDARDIZED ASSESSMENT/CRT.

### ► School Year Intervention/Remediation Program

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

Seventy-five percent of the students enrolled into an intervention/remediation program within St. Helena Parish School District will master at least seventy-five percent of their target goals.

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

Any public elementary or secondary student, including those with disabilities, who does not meet the performance standards established by the DOE and approved by the State Board as measured by the state criterion-referenced tests, shall be provided remedial education. (R.S. 17:397)

The failure of students with disabilities to achieve performance standards on the State criterion-referenced test does not qualify such students for extended school year programs. (SBESE)

3. 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?

12:1 is the suggested level, with a maximum of 15:1 allowed, depending upon funding availability.

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

Each school shall develop an intervention/remediation plan to provide services during the school day and/or after regular school hours. The amount of instructional time for ELA, math, science and social studies will vary in accordance with the needs of eligible students. Instructional time will adhere to the LDE guidelines.

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

Remediation in the elementary schools will begin in the fall semester (September/October) of the school year. Remediation in the high schools will begin in August of the school year.

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

Teachers in the remedial programs shall possess the appropriate certification /qualifications (highly qualified in subject taught) specified in Subsection 911 of Bulletin 1566. St. Helena Parish School System may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- be at least twenty years of age;
- possess a high school diploma or its equivalent; and
- 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. 17:398A and SBESE Policy).

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

Materials will be teacher developed or web-based program (e.g. Odysseyware, Aleks Math, Gates Reading, etc.) Assessments of progress will mirror the state mandated standardized assessment.

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

Written documentation of all parent communications, including letters, phone calls, conferences, etc., will be maintained at the school for each eligible student.

Describe how science and social studies remediation is implemented.

Remediation shall be provided to students who score at the Unsatisfactory/Approaching Basic level Science and Social Studies will receive twenty to thirty hours of intense remediation.

Remediation for Science and Social Studies will take place through-out the school year by pull-out sessions (e.g. computer lab, resource teachers). The remaining hours will be gained during summer remediation.

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

The STANDARDIZED ASSESSMENT tutoring program will be supported by Title I, IDEA, local school district funds and when available, State funds. All funds are

coordinated through the individual School Individual Plan (SIP).

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

All students eligible and participating in the program will be assessed, in the targeted areas, at the beginning of the program, at the end of the first nine weeks, at mid-semester and two weeks prior to the testing. Progress will be recorded using Master Connect or the respective curricular program with recording/monitoring capabilities.

► Summer Remediation Program

1. List the objectives for your summer remediation program.

Seventy-five percent of all the students enrolled into an intervention/remediation program within St. Helena Parish School District will master at least seventy-five percent of their target goals. They will also grow at least fifteen percentage points on the state mandated assessment.

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

All 4<sup>th</sup> and 8<sup>th</sup> grade students in the elementary schools, including those with disabilities participating in STANDARDIZED ASSESSMENT, who did not meet the performance standards established by the LA Department of Education and approved by BESE, shall be eligible to participate in remediation. 4<sup>th</sup> and 8<sup>th</sup> grade students who did not take the spring STANDARDIZED ASSESSMENT tests shall be eligible to participate in remediation and summer testing.

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?

12:1 is the suggested level, with a maximum of 15:1 allowed, depending upon funding availability.

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.

Students will receive at least 3.5 hours per (15) days or 3.2 hours per (16) days in ELA and Math (pending funding) during Summer Remediation. (50+ hours)

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

Teachers in the remedial programs shall possess the appropriate certification /qualifications as required by the State Board. St. Helena Parish School System may employ an instructional paraprofessional under the immediate supervision

of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- be at least twenty years of age;
- possess a high school diploma or its equivalent; and
- 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. 17:398A and SBESE Policy).

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

Intervention/remediation will be provided to address instructional needs identified from the STANDARDIZED ASSESSMENT/STANDARDIZED ASSESSMENT Individual Student Reports and other sources of achievement data. Teachers will identify priorities for instruction. Teachers will plan and document lessons for addressing the identified instructional needs. These needs shall be addressed through the use of flexible grouping for instruction within the classroom and research-based instructional strategies. Teachers shall use district identified instructional materials that are aligned with the standards, benchmarks, and grade level expectations. Students with disabilities shall receive instruction along with regular education students with special support provided as needed.

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

Letters documenting parental/student refusal to accept remediation will be filed at the individual schools.

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

The STANDARDIZED ASSESSMENT tutoring program will be supported by Title I, IDEA, local school district funds and when available, State funds. All funds are coordinated through the individual School Individual Plan (SIP).

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

All students eligible and participating in the program will be assessed, in the targeted areas, at the beginning of the program, at the end of the first nine weeks, at mid-semester and two weeks prior to the spring testing. The Ed Performance/SRA grade level equivalency test will be administered in each area of remediation. Three months of grade-level growth will be expected for each of the three assessment periods. The summer remediation program will be evaluated through:

- Analysis of attendance documentation for the STANDARDIZED ASSESSMENT remediation program.
- Analysis of spring STANDARDIZED ASSESSMENT scores for students who

participated in the English Language Arts and/or mathematics remediation program(s).

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

- Program Description

In grades 4 and 8, 75% of all students in the St. Helena Parish Remedial Education Program will obtain at least “Basic” on the criterion - referenced STANDARDIZED ASSESSMENT test on the designated dates for testing in spring of 2013, as indicated by scores on the individual Student Profile Sheets.

- Student selection criteria

All students scoring approaching basic and below on the GEE, LAA2, or EOC will be provided remediation in the content area (ELA, Math, Science, and Social Studies) they do not pass are eligible for participation.

- a. Pupil/Teacher ratio

12:1 is the suggested level, with a maximum of 15:1 allowed, depending upon funding availability.

- Instructional time

Twenty to thirty hours of intense remediation will be provided through out the school year by pull out sessions (e.g. computer lab, resource teachers). The remaining hours will be gained during summer remediation

- Selection criteria for teachers and/or paraprofessionals

Teachers in the remedial programs shall possess the appropriate certification /qualifications (highly qualified in subject taught) specified in Subsection 911 of Bulletin 1566. St. Helena Parish School System may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. This individual must have all of the following qualifications:

- be at least twenty years of age;
- possess a high school diploma or its equivalent; and
- 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. 17:398A and SBESE Policy).

- Materials and methodology to be used

Materials to be used are as follows: American Book Company Passing the GEE, COACH for ELA, Science and Math, textbooks, hands on manipulatives, and writing rubrics.

Additionally, teachers will use Odysseyware software to provide personalized instruction by intensifying lessons as needed. Odysseyware is a powerful online

course management tool enabling St. Helena Central High School to offer a variety of learning options to students: both as a credit recovery alternative and as an enhancement to already existing curriculum. The software program is self-paced and competency-based.

Students can earn Carnegie credit in a credit recovery course providing students have met attendance requirements when the course was taken previously or, the students' combined attendance during the previous course and the credit recovery course meet the attendance requirement.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
  - Remediation courses
  - After-school tutoring
  - Summer school
  - Rtl
  
- 1. Documentation of students' and parents' refusal to accept remediation  
Written documentation of all parent communications, including letters, phone calls, conferences, etc., will be maintained at the school for each eligible student.
  
- Plan for coordination of state, federal, and local funds for remediation  
The STANDARDIZED ASSESSMENT tutoring program will be supported by Title I, IDEA, local school district funds and when available, State funds. All funds are coordinated through the individual School Individual Plan (SIP). All funds are coordinated through the individual School Improvement Plan.
  
- Evaluation plan for documenting evidence of achievement/growth of students  
All students eligible and participating in the program will be assessed using Mock GEE tests, in the targeted areas, at the beginning of the program, at the end of the program prior to summer testing. Mock GEE tests and summer retests will be given. Feedback from teachers and administrators will be used to evaluate the educational process.

## IX. Alternative Schools/Programs/Settings

### A. Definition

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



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

- a. **In-School Suspension** - the removal of a student from his normal classroom setting but maintaining him under suspension within the school.
- b. **Homebound Instruction** - The student may receive instructional services the home environment as determined by the Special education Supervisor or his/her designee. Instruction, while in this short term placement, shall provide for the minimum of one hour weekly for each of the core subjects of English, Math, Science, and Social Studies.
- c. **Alternative Program** - a specially designed program for students whose behavior warrants out-of-school supervision/expulsion. Supervision of the program is maintained. Parents/guardians must provide transportation to all students who are assigned to the Alternative Program for an entire day. **Transportation will be the sole responsibility of the parent.** Students with disabilities may follow same requirements as regular students for the first 10 days; however, any placements beyond the 10 days must also provide for transportation. Parent/guardian must sign student in by 7:45 a.m. and pick up and sign student out by 3:15 p.m. each day student is in the Alternative Program.

The Alternative Program targets at-risk students who are currently enrolled in the St. Helena Parish School System.

The Alternative School Program will address regular education classes, which are required for promotion and graduation. Students will be required to complete all of the same assignments and projects as students within their grade in the regular school setting. All students enrolled in the Alternative Program will participate in all activities coordinated by Center personnel.

Students who are in the Alternative Program will be required to earn their way back to the regular school setting by completing the Level Program. All students must earn their way through three levels. Each level requires a minimum of three (3) "school weeks" (15 school days) to successfully complete the program. Students may be frozen (time extended) within a level if they do not achieve the appropriate amount of points for that level or have excessive absences. In order to return to the regular school, a student must be recommended by the teacher for dismissal from the program and must be approved by the Program Supervisor or the Superintendent.

Upon exiting the Alternative Program to return to the regular school, students must successfully complete a "45 school day" probation. During the probationary period, students are eligible to participate in all traditional school activities. Students may be returned to the Alternative Program within the probationary period if they commit an offense(s) that is equivalent to a suspension.

The Alternative Program staff is committed to providing a learning experience that is academically comprehensive, and educationally sensitive to various learning styles of all students, emotionally and socially. Our goal is to enable students to return to the regular school setting with maintained academics, refocused thinking, and enhanced coping skills.

**\*Adult Education** - Adult Education is provided by an external agency

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

### **Alternative Program**

#### **SHARP (St. Helena Alternative Recovery Program)**

This program is designed to provide a positive and meaningful learning experience for students in grades 7 through 12 that have not been successful in the traditional school setting and are at risk of dropping out. Students admitted to SHARP must have been recommended for expulsion by the principal at the home based-school and have been privy to an Expulsion Hearing for parents and student. This program is designed to give students that are at risk of dropping out an additional opportunity to earn a high school diploma or high school equivalency certificate. Guidance services are provided to help students solve interpersonal problems, make adjustments in emotional situations, and learn how to interact more effectively at home and at school. The staff for this program consists of one certified instructor and a para-professional. Students may not ride any school bus contracted by the School Board.

Transportation will be the sole responsibility of the parent. Attendance is mandatory for this program, as teachers will be required to report attendance records and grades as outlined in the St. Helena Parish School District's Grading Policy. Students with disabilities may follow the same requirements as regular students for the first 10 days; however, any placements beyond the 10 days must also provide for transportation. Transportation will be provided for all students removed from the regular school setting. However, if there is a conflict between students that are riding the same bus, the student's parents will be responsible for working with the transportation supervisor to transport the child to another bus pick-up site. Further, if the student does not follow the bus rules, he/she will no longer be allowed to ride the school bus to alternative school

#### **Carnegie Units can be earned in an Alternative school/ program**

- Students enrolled in an alternative school/program shall be allowed to earn Carnegie credits when possible.
- The integrity of the Carnegie credit shall not be diminished by any alternative school/program.

- The Carnegie credits shall be granted by regular or special education teachers certified in the subject matter areas in which they are teaching.

### **Pre-GED/Skills Option Program**

A student pursuing this Option will receive a Louisiana High School Equivalent Diploma and/or a Skills Certificate, rather than a standard diploma requiring 24 Carnegie units of credit. Once transferred to the Options Program, a student, either regular or special education, may be considered on a case-by-case basis to re-enter the regular program upon request by the student and the parent.

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

#### **Placement Options for Adult Education**

The SBLC will make the recommendation for any qualified student to attend Adult Education provided by an external agency.

## **IX. Other Policies and Procedures**

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

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
  1. Course grades;
  2. Scores on the Louisiana Educational Assessment Program;
  3. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
  4. Information (or reason) for student placement (See definition of placement.);
  5. Documentation of results of student participation in remedial and alternative programs;
  6. Special education documents, as specified in the approved IDEA-Part B, LEA application;
  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 remedial program; and
  8. A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

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

- A. St. Helena Parish School Board shall maintain permanent records of each student's placement, K-12. Each record shall be kept as a part of the student's cumulative record.
- B. Student records shall include where applicable:
  - i. Identifying data, attendance data, health data, courses and grades.
  - ii. Scores on the STANDARDIZED ASSESSMENT, iSTANDARDIZED ASSESSMENT, EOC, and GEE.
  - iii. Scores on local testing programs, screening instruments and documentation of the local criteria for promotion.
  - iv. Information or reasons for student placement.
  - v. Information on the outcome of student participation in remedial and alternative programs.
  - vi. A copy of any letter informing the parent of either the placement of the student in a compensatory or a remedial program, or the removal of the student from a compensatory or a remedial program.
  - vii. A copy of any parent's written consent for either the student to be placed in or removed from an alternative program.
  - viii. When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures.
  - ix. Refusal of remediation is documented by signed letter from parent of eligible student.
  - 10. Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973.
  - 11. Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA).
  - 12. Individual evaluations and IEP data are to be kept in separate and locked confidential files.
- C. Access to records shall be as follows:
  - 1. The parent or legal guardian of a student will have access to these records upon written request to the principal maintaining these records within this school system.
  - 2. If a student is 18 years or older, only that student has the right to determine who, outside the school system, has access to his/her records.
  - 3. The parent, legal guardian, or student, if the student is 18 or over, will, upon written request to the principal maintaining these records, have the right to question these data; and if a difference of opinion is noted, he shall be permitted to file a letter in said cumulative folder stating his position.
  - 4. School personnel having access to these data is defined as "any person or persons under contract to the system and is directly involved in working toward either the affective or cognitive goals of the system."

## B. Policies on Due Process

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

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

Superintendent of Education, St. Helena Parish School Board, Post Office Box 540, Greensburg, Louisiana, 70441, telephone number (225 222-4349) is designated to coordinate the district's effort to comply with and carry out the responsibilities of the School Board defined in the references of this policy.

The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept confidential at each level of procedure.

Grievances shall be processed as rapidly as possible. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance.

### 1. Employee or Parents

**Level One** - An employee with a grievance shall first discuss it with his immediate supervisor/principal. Within five (5) days the supervisor or principal shall render an oral decision.

**Level Two** - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level One, or if no decision has been rendered within five (5) days after presentation of a grievance, he shall file the grievance in writing to the grievance coordinator referred to above. Within five (5) days from receipt of the grievance, he shall render a written decision.

**Level Three** - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Two, or if no decision has been rendered within five (5) days from the date of receipt of the grievance by the grievance coordinator, the aggrieved person shall write to the Superintendent, St. Helena Parish School Board, Post Office Box 540, Greensburg, Louisiana, telephone (225) 222-4349. Within ten (10) days from receipt of the written referral to the Superintendent, shall meet with the party in interest for the purpose of arriving at a mutually satisfactory solution to the grievance problem. A written decision shall be rendered within five (5) days of the meeting.

**Level Four** - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Three, the grievant shall request the Superintendent to place the grievance on the agenda for the next regularly scheduled meeting of the St. Helena Parish School Board. The portion of the

meeting which pertains to the grievance shall be a closed meeting, Minutes of the closed meeting shall be kept and a copy afforded the aggrieved person.

**Level Five** - If the aggrieved person is not satisfied with the decision of the Board, he may appeal the Board's ruling through the administrative review processes for the Regional Office of Civil Rights, the Department of Health, Education, and Welfare, other appropriate state or federal agencies and, if unsuccessful through administrative processes, file suit through the appropriate court.

A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein.

Copies of all written decisions of grievances shall be sent to all parties involved.

All documents, communications, or records dealing with a grievance shall be made a part of the personnel files of the participants and shall be destroyed in accordance with Board policy

1. **Regular education students**

A grievance has been filed in accordance with the provisions outlined herein.

\*Copies of all written decisions of grievances shall be sent to all parties involved.

All documents, communications, or records dealing with a grievance shall be made a part of the personnel files of the participants and shall be destroyed in accordance with Board policy.

2. **Students with disabilities**

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

1. **Section 504 students**

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

**C. Legislative Guidelines**

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use (R.S. 17:391.7(G) and R.S. 17:24(H)).

2. Local criteria for K-12 must supplement the content standards approved by the BESE (R.S. 17:24(G)).

3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan (R.S. 17:24.4(E) and (G)).

#### **D. Other Policies and Procedures**

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

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;
2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;
3. the operation of special departments and special programs in each school;
4. the admittance of students to and the dismissal of students from special educational programs;
5. the exclusion of students with communicable diseases and their re-admittance following their recovery (refer to §1131);
6. the control of communicable problems, such as lice and scabies (refer to §1131);
7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;
8. the administration of medication in schools (refer to §1129);
9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);
10. the disciplining of students with disabilities (refer to §131.);
11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;
12. the use of school buildings outside of regular school hours;
13. student access to the Internet (refer to §1709);
14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);

15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;
16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;
17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
  - a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
  - b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;
18. the implementation of §2304 Science Education;
19. the school assignment of students in foster care (refer to §1109);
20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);
21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);
22. the physical abuse of public school teachers and other school employees by students (refer to §521);
23. the collection of student biometric information (refer to §1149);
24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;
25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and
26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities*)



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

**1. Optional Math Course Sequence**

St. Helena Parish follows the course of study for incoming freshmen as found in Bulletin 741.

Prior to ninth grade, eighth grade students will take Algebra I. As a result, students will have the option of completing Geometry in ninth grade, and Algebra I in the tenth grade.

**2. Early Release Seniors**

All students must be completers in their respective pathways in order to qualify for any early release. The counselor will provide information regarding the steps in order to apply for early release.

**3. GEE /EOC Test Notification**

St. Helena School System shall notify each student and parent, or guardian, of the requirement of passing the Graduation Test prior to or upon the student entering the 10th grade. Students transferring to any high school of a city or parish school system shall be notified by that system of the requirement of passing the Graduation Test upon entering that school system.

**4. Summer School**

- a. Students have the option to attend a state approved summer school to earn the course(s) failed or improve current grades received during the regular school term.
- b. A student must have written permission from the principal of the school they are currently attending BEFORE enrolling in summer classes.
- c. A student must earn a passing grade on the report card by following the guidelines set forth.
- d. A student can repeat, at most, two (2) core subjects during the summer in order to be promoted to the next grade level.
- e. Beginning with the 2010-2011 school year, SHCCA students may enroll in summer school courses, not previously taken, with the exception of English IV, so that they may graduate with their cohort.
- f. Beginning with the 2010-2011 school year, SHCCA students may enroll in summer school courses to “repeat and delete” grades. When determining class rank, courses taken under the “repeat and delete” rule do not apply. The original grade will be used to determine class rank.

**5. High Stakes Testing**

The LEA will follow state policy in accordance with policies set forth in Bulletin 741. Exceptions to the High Stakes Testing policy may include:

A. **Policy Override**

The local school system (SHP) may override the State policy for students scoring at the *non-proficient* level in English/Language Arts or mathematics, if the student scores at the *above proficient* level in the other, provided that

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

A. **Students with Disabilities Eligible under the Individuals with Disabilities Education Act (IDEA) participating in STANDARDIZED ASSESSMENT Alternate Assessments (LAA)**

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

B. **Waiver for Limited English Proficient (LEP) Students**

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

C. **Wavier for Extenuating Circumstances**

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

- A physical illness or injury that is acute or catastrophic in nature,
- A chronic physical condition that is in an acute phase.
- Court-ordered custody issues.

**Documentation:**

- *Physical Illness:* Appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in testing and/or remediation.

- *Custody Issues*: Certified copies of the **court-ordered** custody agreements must be submitted to the SHP at least ten (10) school days prior to the summer remediation or retesting.

#### D. Student Eligibility/Retest Requirements:

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

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to STANDARDIZED ASSESSMENT and Who are unable to participate in the spring testing **and/or** summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the STANDARDIZED ASSESSMENT summer retest.

These students may be eligible for the policy override or appeals process in accordance with the local Pupil Progression Plan. (Note: The appeals process is available only to 4<sup>th</sup> grade students.)

#### E. State-Granted Exceptions:

A local school superintendent, a parent or guardian, or the State Department of Education may initiate a request for a state-granted waiver from the State Superintendent of Education on behalf of individual students who are not

eligible for promotion because of SHP error or other unique situations not covered under extenuating circumstances.

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

**Documentation:**

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

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

**Testing/Promotion Decisions:**

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

## APPENDIX A

This section should include the following:

### Definition of Terms

- A list of state terms as outlined in the Guidelines.
- 1. **Acceleration**: Advancement of a pupil, at a rate faster than usual, into or from a given grade or course. This may include gifted students identified according to Bulletin 1508.
- 2. **Alternate Assessment**: LAA I – alternate assessment for students who meet specific state criteria and are identified and served over IDEA.
- 3. **Content Standards**: Statements of what we expect students to know and be able to do in various content areas.
- 4. **STANDARDIZED ASSESSMENT Remediation Program**: The summer school remediation program offered by the LEA for the specific purpose of preparing students to pass STANDARDIZED ASSESSMENT test in English/ Language Arts or mathematics.
- 5. **Louisiana Educational Assessment Program (STANDARDIZED ASSESSMENT)**: The state's testing program that includes the grades 3, 5, 6, 7, and 9 Louisiana Augmented Norm Referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English/Language Arts, mathematics, social studies and science; and the Graduation Exit Exam (English/ Language Arts, mathematics, written composition, science and social studies).
- 6. **Grade Level Expectations (GLE's)**: is a statement that defines **what all students should know or be able to do** at the **end** of a given **grade level**.
- 7. **Promotion**: A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines.
- 8. **Pupil Progression Plan**: Comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education. 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.
- 9. **Regular Placement**: The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, compensatory programs and/or remediation, and acceleration.

10. **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.
11. **Remediation**: See Remedial Programs
12. **Retention**: Non-promotions 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.)
13. **Academically Able in Math**: One who meets the criteria for placement in Pre-Algebra in grade 7
14. **Advanced Placement Program**: The Advanced Placement (AP) Program gives students the opportunity to pursue college-level studies while still in secondary school and to receive advanced placement and credit, or one of these, upon entering college. The program is administered with the help of Educational Testing Services, which is an independent, nonprofit agency. Examinations are administered in May by participating schools.
15. **At Grade Level**: Those successfully complete parish and state requirements.
16. **Compensatory and/or Remedial Programs**: Programs designed to assist students to cover educational deficits identified through local criteria.
17. **Interim Report**: Written notification to parents and/or guardians submitted prior to the completion of a grading period for the purpose of notifying parents of the student's progress.
18. **Levels**: Steps of learning, corresponding to stages of growth in reading skills; a unit of progress in skills needed rather than a period of time.
19. **Pupil Appraisal Team**: A team that may include educational diagnostician, speech therapist, school psychologist, nurse, social worker, occupational therapist, physical therapist, and/or adapted physical education teacher, that determines a student's learning problems and assists in developing programs of student for the student.
20. **School Building Level Committee (SBLC)**: A committee of knowledgeable people composed of teachers, principals, therapists, parents of referred students, students, and/or pupil appraisal members organized to insure that each individual student is provided the opportunity to receive the best instruction available to meet his/her needs.
21. **Student Profile Card**: Record of the progress made in reading on each student from the time of entrance into this program through completion (grades 1-8).

22. **Subject Area Skills List:** A parish-adopted sequential listing of skills and teaching objectives for each major subject area by grade level.

## APPENDIX B

### III. Grading Policy

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

#### New Grading Scale

| Grading Scale |            |
|---------------|------------|
| Grade         | Percentage |
| A             | 90 - 100   |
| B             | 80 - 89    |
| C             | 70 - 79    |
| D             | 60 - 69    |
| F             | Below 60   |

Please note: No grade under **forty (40)** is permitted in the gradebook.

#### Student Recognition – Grades 1-12

- Principal's List -- all A's
- Honor Roll – (no grade less than B)-- The following subjects will be considered for Student Recognition:
  - 1<sup>st</sup> – 3<sup>rd</sup> --English Language Arts, Reading essentials, and Math;
  - 4<sup>th</sup>– 6<sup>th</sup> --English Language Arts, Reading essentials, Math, Social Studies, and Science
  - 7<sup>th</sup> -12<sup>th</sup>-- All subjects will be considered.

► Describe grading policies for grades/courses for which letter grades are not used.

#### Pre-K - Kindergarten

The Progress Report for grades Pre-K – Kindergarten will reflect **student performance on standards learned in that grade**. At the end of the school year, kindergarten students are expected to reach at least (**80% mastery**) of the grade level skills, including mastery of all noted critical skills.

- a. (S), (N) or (U) will be recorded in/on papers, roll book and report card. [S = A/Satisfactory, N = B/Needs Improvement, U = F/Unsatisfactory]



- b. TS Gold/DSC will be used as one indicator to diagnose student-reading level. The TS Gold scores reflect independent reading levels. The TS Gold scores will not be used to determine promotion.
- c. Math – Students must score an 80% on the parish-made Math Test, not to exceed the requirements stated in the prescribed Common Core standards.
- d. Students must score an 80% on the parish-made ELA Test, not to exceed the requirements stated in the prescribed Louisiana State standards.

### **Grades 1 – 2**

Minor subjects will students are to receive an S (Satisfactory), N (Needs Improvement) or U (Unsatisfactory). Minor subjects include for Art/Creative Writing, Instrumental Music/Vocal Music, PE/Health, and Computer Science.

**Homework** is to be given as reinforcement to material thoroughly taught. Teachers cannot give a numerical grade for day to day reinforcement/practice homework. Special projects with a clearly defined focus may be graded.

**LAA 1** - Students participating in LAA1 (Louisiana Alternate Assessment1), or students addressing foundation skills for content standards (grades 1 and 2), earn grades in accordance with their specialized instruction and in keeping with his/her prescribed IEP with the grades S for “Satisfactory”, N for “Needs Improvement” and U for “Unsatisfactory.”

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

**Honors** – St. Helena College and Career Academy (7-12) provides for an honor program in the form of Advanced Placement (AP) courses. To be eligible for the program, students must meet the following criteria:

- a. In order to gain admittance to an AP course a student must have met the ACT and/or prerequisite course(s) requirements for the corresponding subject area.
- b. If the student does not meet the above expectations, the student must obtain a signed letter of recommendation from their previous year’s teacher of the appropriate subject. This letter will be considered alongside other factors by school counselor and principal for placement in honors subjects on a case-by-case basis.
- c. Obtain written permission of the parent(s) or guardian(s).
- d. Maintain a “C” average or higher. If a student earns a “D” or below in any honors class through the completion of mid-term, the parents will be notified in writing that the student may not be awarded college credit from the partnered institution if applicable.
- e. A student cannot withdraw from any honors course after mid-term regardless of grade.

f. AP grades are weighed more heavily on the student's GPA. A course outline shall be developed and used in each AP course that clearly tells the difference between regular academics and the AP courses.

g. Students refused admittance to any AP course(s) may appeal, *in order*, to the following:

- The appropriate department head;
- The principal of the school;
- The superintendent;
- The school board.

1. Beginning with the 2014-2015 school year, all students will follow the 10-point honors grading scale. The grading scale for AP courses will be as follows:

|              |   |                  |
|--------------|---|------------------|
| 90 - 100     | A | 4 quality points |
| 80 - 89      | B | 3 quality points |
| 70 - 79      | C | 2 quality points |
| 69 - 60      | D | 1 quality point  |
| 59 and below | F | 0 quality points |

The word "AP" will be written on the transcript to indicate the appropriate course.

1. Weighted grades in honors courses will be as follows: A = 4.1; B = 3.1; C = 2.1.

**Credit Recovery** - Students participating in credit recovery courses will receive the appropriate letter grade for the course in which they are attempting to recover credit. Please note: In order for a student to receive credit for the course he/she must pass the final exam.

**Advanced Placement** - High school credit shall be granted to a student successfully completing an Advanced Placement course or a course designated as Advanced Placement regardless of his test score on the examination provided by the College Board. (See **Honors** section for greater detail)

**Technical College** - High School Credit for Courses in technical colleges (applies to students attending college part time). High school credit for college courses taken at a postsecondary technical college shall be awarded in accordance with policies set forth in Bulletin 741.

**Dual Enrollment Program** - High school students currently 15 years old or older may enroll in a Dual Enrollment Program in accordance with BESE policy.

**Early College Admissions** – Prior to graduation from high school, a student of high ability may be admitted to college on a full-time basis provided that the following conditions are met:

- A student must have maintained a "B" or better average on all work pursued during three years (6 semesters) of high school.

- He/she must earn a minimum composite score of 24 on the ACT or the appropriate concordant value on the enhanced ACT and this score must be submitted to the college.
- He/she must be recommended by his/her high school principal.
- The grading system used by the college will be used for courses taken.
- Upon earning a minimum of 24 semester hours at the college level, the student will be eligible to receive a high school diploma. The high school principal shall submit to the DOE the following:
  - Forms provided by the State Department of Education and completed by the college registrar, certifying that the student has earned 24 semester hours of college credit.
  - A certificate of high school credits
  - A student not regularly enrolled in the current school year in the high school is automatically eliminated from participation in all high school activities with the exception of high school graduation ceremonies. Students who are enrolled in college full-time prior to graduation from high school should follow guidelines as outlined in Bulletin 741.

### **Progress Reports (Prek-6)**

- a. Progress reports shall be sent to every student (including kindergarten) no later than the 23<sup>rd</sup> day of the nine weeks period.
- b. Between the 23<sup>rd</sup> and the 35<sup>th</sup> day, should a student fall below 75% in any subject, after the first notice is sent, then the teacher must send a second notice to the student clearly stating "In Danger of Failing," along with the current grade.
- c. However, after the 35<sup>th</sup> day, teachers are no longer required to send an additional progress report.
- d. Students shall sign or initial receipt of progress report for each nine week period. Signatures shall be kept on file with teacher.
- e. If a progress report is not sent home stating "In Danger of Failing", a D shall be recorded on the report card for that nine-week grading period in that subject.
- f. Should a student refuse to sign, the teacher is to document the refusal and mail the progress report home to the parents.
- g. After the initial progress report has been issued, parents may request an additional progress report. The request must be in writing, within 5 days, and signed by the parent.
- h. Every reasonable effort should be made to insure that reports are received by the student's parent(s) or guardian(s).
- i. Documentation must be kept on file by the teacher and administration. If a teacher has not followed this procedure, then the student cannot fail the subject for the nine-week period in question.

- j. Following each grading period, parents will have ten working days after report cards have been issued to contest a grade in writing to the principal for that marking period only.
- k. Transcripts are to be attached to the final report cards.

### High School - 7 – 12

- a. Progress Reports/Interim Reports shall be issued to all students on the 12th day of each grading period. After the 12th day, teachers shall send an additional Progress Report if student is “In Danger of Failing.”
- b. Students shall sign or initial receipt of Progress Report for each grading period. If the second Progress Report is not sent home stating in “*Danger of Failing*”, a D shall be recorded on the report card for that grading period.
- c. Final grading period Interim Reports for seniors shall be sent out no later than the 8th day of the grading period of the 4<sup>th</sup> grading period. Should a senior fall below 75% after the first notice is sent, then the teacher must send a 2nd notice to the senior clearly stating “*In Danger of Failing*,” along with the current grade, prior to the exam.
- d. Should a student refuse to sign, the teacher is to document the refusal and *mail home* the Progress Report to the parents.
- e. After the initial Progress Report has been issued, parents may request an additional Progress Report. The request must be in writing, **within 5 days**, and signed by the parent. Report Cards will be issued once each grading period.
- f. Following each grading period, parents will have **ten (10) working** days after Report Cards have been issued to contest a grade in writing to the principal for that marking period only.
- g. Transcripts are to be attached to the final report cards distributed at the end of the school year.

### Grades per Nine Weeks/Marking Period

- a. For all Kindergarten students, the teacher must have a minimum of 16 grades for subject’s English language arts and math consisting of (S), (N), or (U).
  - i. Of the eight (8) grade minimum, the teacher shall include but are not limited to unit and chapter tests.
- b. For all subjects appropriate to grades 3<sup>th</sup> – 12<sup>th</sup>, the teacher will collect a
  - i. minimum of 16 grades per marking period per major subject which must include but are not limited to at least four (4) formal and seven (7) informal assessments.
- c. A seven (12) grade minimum for high school seniors will be collected in the final grading period.
- d. Students participating in Credit Recovery will receive the appropriate grade for the course in which they are recovering credit.
- e. Exam Weight -- a cumulative final exam will be computed as 20% of the final average in grades 7 - 12.
- f. All EOC grades will count as the final exam grade and be computed as 15% of the course average, unless the student is scheduled to take the LAA-2 assessment in that content area based on the student’s IEP.

**Exemption from (Grades 9 – 12):** In order for a student to be eligible for exemption the following criteria must be met:

- “A” average per subject per marking period.
- No tardiness.
- No more than 1 day absence for the semester immediately preceding the final exam.
- No In-School Suspension.
- No Out-of-School Suspension.
- Students may not be exempt from EOC (End-of-Course tests).
- For all full Carnegie unit courses listed in the academic and vocational course offerings, a student must earn the full Carnegie unit.

### **Incomplete Grades**

An “I” grade is to be posted for the applicable grading period until a student fulfills all class requirements for each grading period. Requirements include completion of home/class assignments, etc., as stated by the teacher and approved by the principal. The student will have two weeks to remove the “I” and still earn a passing grade for the assignment. After the extension period has expired, the student will earn an “F” for any incomplete assignment, unless extenuating circumstances are granted by administration.

### **SNU Grades**

(S) =Satisfactory [100-75], (N) = Needs Improvement [74-60], or  
(U) =Unsatisfactory [59-0].

### **Kindergarten**

- a. DIBELS will be used as one indicator to diagnose student-reading level. The DIBELS scores reflect independent reading levels. The DIBELS scores will not be used to determine promotion.
- b. Kindergarten students must receive a progress report.

### **Grades 1 – 2**

- a. DIBELS will be used as one indicator to diagnose student-reading level. DIBELS scores reflect independent reading levels. DIBELS scores will not be used to determine promotion.
- b. The major subjects include: English Language Arts/Reading Essentials and math.
- c. To pass first or second grade a student must have an average of 1 full quality point **both** English language arts and Math. To earn quality points students must earn a grade of A, B, C, or D in each grade period. A minimum of two quality points must be earned during the 3rd and/or 4th grading period.
- d. **While Social Studies and Science are minor subjects, they will receive a numerical grade which will be recorded in the roll book, translated and printed as a letter grade on the current report card.**
- e. Minor subjects will students are to receive an S, N, or U numerical grade. Minor subjects include for Art/Creative Writing, Instrumental Music/Vocal Music, PE/Health, and Computer Science.
- f. Weighted values are as follows:

**Assignment Type by Weight  
English Language Arts/Reading Essentials**

| Assignment Type                                   | Weight by Percent |
|---|-------------------|
| Comprehension Skills                              | 60%               |
| Grammar/Composition/<br>Spelling/Handwriting      | 20%               |
| Vocabulary/Phonics/<br>Phonemic Awareness/Fluency | 20%               |

**Assignment Type by Weight  
Mathematics**

| Assignment Type                                    | Weight by Percent |
|--|-------------------|
| Comprehensive Multiple Skills Test                 | 70%               |
| Math Facts & Fluency<br>Daily/Weekly Skill/Quizzes | 30%               |

**Grade 3**

- a. DIBELS will be used as one indicator to diagnose student-reading level. DIBELS scores reflect independent reading levels. DIBELS scores will not be used to determine promotion.
- b. The major subjects include: English language arts/reading essentials and math.
- c. **While Social Studies and Science are minor subjects, they will receive a numerical grade which will be recorded in the roll book, translated and printed as a letter grade on the current report card.**
- d. Minor subjects will students are to receive an S, N, or U numerical grade. Minor subjects include for Art/Creative Writing, Instrumental Music/Vocal Music, PE/Health, and Computer Science.
- e. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- f. Weighted values are as follows:

**Assignment Type by Weight  
English Language Arts/Reading Essentials**

| Assignment Type | Weight by Percent |
|-----------------|-------------------|
|                 |                   |

|                              |     |
|------------------------------|-----|
| Comprehension Skills         | 55% |
| Composition/Grammar          | 20% |
| Spelling/Phonics/Handwriting | 10% |
| Vocabulary                   | 10% |
| Informational Resources      | 5%  |

**Assignment Type by Weight  
Mathematics**

| <b>Assignment Type</b>   | <b>Weight by Percent</b> |
|--|--------------------------|
| Comprehensive Multiple Skills Test   | 50%                      |
| Math Facts & Fluency   | 20%                      |
| Application of Math Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Daily/Weekly Skill Quizzes   | 10%                      |

**Assignment Type by Weight  
Science**

| <b>Assignment Type</b>  | <b>Weight by Percent</b> |
|---|--------------------------|
| Comprehensive Skills Test   | 50%                      |
| Vocabulary/Information Resources  | 20%                      |
| Application of Science Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Daily/Weekly Skill Quizzes  | 10%                      |

**Assignment Type by Weight  
Social Studies**

| <b>Assignment Type</b>   | <b>Weight by Percent</b> |
|--|--------------------------|
| Comprehensive Skills Test  | 50%                      |
| Vocabulary/Information Resources   | 20%                      |
| Application of Social Studies Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Daily/Weekly Skill Quizzes   | 10%                      |

**Grade 4-6**

- a. Major subjects include: English Language Arts/Reading Essentials, math, science, and social studies.
- b. A minimum of 4 quality points must be earned during the year to be promoted. Two of the four points must be earned during the 3rd and/or 4th grading period. To pass a course a student must have an average of 1 full quality point.
- c. Students can fail a minor or elective subject and still be promoted to the fifth grade.

- d. Minor subjects will students are to receive an S, N, or U grade. Minor subjects include for Art/Creative Writing, Instrumental Music/Vocal Music, PE/Health, and Computer Science.
- e. SEE EOC GRADING POLICY for 6<sup>th</sup> grade Social Studies.
- f. Weighted values are as follows:

**Assignment Type by Weight  
English Language Arts/Reading Essentials**

| <b>Assignment Type</b>       | <b>Weight by Percent</b> |
|------------------------------|--------------------------|
| Comprehension Skills         | 60%                      |
| Composition/Grammar          | 25%                      |
| Informational Resources      | 5%                       |
| Spelling/Phonics/Handwriting | 5%                       |
| Vocabulary                   | 5%                       |

**Assignment Type by Weight  
Mathematics**

| <b>Assignment Type</b>   | <b>Weight by Percent</b> |
|--|--------------------------|
| Comprehensive Multiple Skills Test   | 60%                      |
| Application of Math Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Math Facts & Fluency   | 10%                      |
| Daily/Weekly Skill Quizzes   | 10%                      |

**Assignment Type by Weight  
Science**

| <b>Assignment Type</b>  | <b>Weight by Percent</b> |
|---|--------------------------|
| Comprehensive Skills Test   | 50%                      |
| Vocabulary/Information Resources  | 20%                      |
| Application of Science Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Daily/Weekly Skill Quizzes  | 10%                      |

**Assignment Type by Weight  
Social Studies**

| <b>Assignment Type</b>   | <b>Weight by Percent</b> |
|--|--------------------------|
| Comprehensive Skills Test  | 50%                      |
| Vocabulary/Information Resources   | 20%                      |
| Application of Social Studies Concepts in Constructed Responses – score using the State Rubric | 20%                      |
| Daily/Weekly Skill Quizzes   | 10%                      |



**Grades 7 – 12**

- a. Final averages will be computed by averaging the four grading periods and the final exam/EOC.
- b. Students must have at least a 1.0 average to pass a class. (Rounding a .5 and up will not occur unless the average is at least a 1.0.)
- c. **Exception:** Students who make an F in the second or fourth grading period and also make an F on the final exam/EOC will fail that course.
- d. Students that have an F in the second semester fail the course for the year.

**Grades 9 – 12 Cumulative GPA / Class Rank**

- a. A letter grade will be reported each reporting period; however, the actual numerical grade will be recorded in the grade book, averaged, and converted to a letter grade; the letter grade will be recorded on the report card each reporting period.
- b. Students in grades 9 – 12 must earn an average of one quality point in a credit bearing course at the end of the year/course in order to be eligible for a Carnegie unit.
- c. A student must be enrolled in St. Helena College and Career Academy (SHCCA) his/her entire 11th and 12th grade years to be eligible for valedictorian and salutatorian honors. All courses during these two years must have been obtained at SHCCA on campus or as a part of a dual enrollment program.
- d. Final averages for a credit bearing course will be computed by averaging the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and final exam/EOC each semester of the 4 x 4 Block Session. Students who have an F for the second semester average of a full unit course will fail that course. Students may not receive ½ unit credit for a full unit course.
- e. Students who make an F in the 2nd or 4th grading period and who also make an F on the final exam/EOC will fail that course. Grades will be computed as follows:

**A Whole Unit Course:**

$$\{(1^{st} \text{ Grading Period} + 2^{nd} \text{ Grading Period} + 3^{rd} \text{ Grading Period} + 4^{th} \text{ Grading Period} + \text{Final Exam/EOC})/5 = \text{Final Average}\}$$

Whole Unit Examples of Possible Grade Combinations applied to 4 x 4 Blocks:

| (20%)<br>1st<br>GP | (20%)<br>2nd<br>GP | (20%)<br>3rd<br>GP | (20%)<br>4th<br>GP | (20%)<br>Final<br>Exam/EOC | = | Final Avg.<br>FINAL<br>AVG. |
|--------------------|--------------------|--------------------|--------------------|----------------------------|---|-----------------------------|
| A                  | B                  | B                  | C                  | C                          |   | B                           |
| D                  | D                  | D                  | C                  | D                          |   | D                           |
| D                  | D                  | C                  | C                  | D                          |   | D                           |
| C                  | C                  | D                  | D                  | F                          |   | F*                          |
| C                  | C                  | A                  | F                  | F                          |   | F*                          |

(GP: Grading Period)

**\*Student fails because s/he failed the 2nd or 4th grading period and the semester exam, or because s/he failed the 2nd semester of a full unit course during each 4 x 4 Block Schedule grading period.**

**Grading for students with disabilities (IDEA)**

- Grading for students with disabilities is done in keeping with the educational program determined most appropriate on an individual basis.
- Students addressing grade level content standards and participating in state selected standardized assessment are graded in accordance with the grading policy described on the previous pages.
- Students participating in LAA 1 (Louisiana Alternate Assessment), or students addressing foundation skills for content standards (grades 1 and 2), earn grades in accordance with their specialized instruction and in keeping with his/her prescribed IEP with the grades S for “Satisfactory”, N for “Needs Improvement” and U for “Unsatisfactory.”
- Students receiving special education services will receive indication of progress goals and/or short-term objectives on their Individual Education Plan (IEP) progress report.
- An IEP progress report toward accomplishment of these goals and/or short-term objectives must be sent to the parent(s) or guardian(s) at the same time the regular education report card is sent at the end of each reporting period.
- Progress on goals and/or short-term objectives is indicated by the following: Not addressed; Insufficient Progress; Sufficient Progress; Achieved; Generalized.
  - A. For subjects taught in the regular classroom, grades should be assigned in keeping with regular education modifications necessary and after consultation with the student’s special education teacher.

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

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

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

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

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

**End-of-Course Test Grading Policy**

1. For incoming freshmen in 2010-2011 and beyond, students must meet the assessment requirements below to earn a diploma. For students with disabilities identified under IDEA who meet the LAA-2 participation criteria prior to taking the first EOC test, the EOC test score shall count for five (15%) percent of the students’ final grade for the course.
  - a. Students must pass three End-of-Course Tests in the following categories:
    - i. English II or English III;
    - ii. Algebra I or Geometry;
    - iii. Biology or American History.
  - b. Students enrolled in a course for which there is an EOC test must take the EOC test.
    - i. The EOC test score shall count as 20% percentage of the student’s final grade for the course.
    - ii. The grades for the EOC test achievement levels shall be as follows:

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

- iii. The EOC conversion chart follows:

| Algebra I, English II |           |                    |                    |
|-----------------------|-----------|--------------------|--------------------|
| EOC Achievement Level | EOC Score | EOC District Score | EOC District Grade |
| Excellent             | 739 - 800 | A                  | 90 – 100           |
| Good                  | 700 -738  | B                  | 80 – 89            |
| Fair                  | 668 - 699 | C                  | 70 – 79            |
| Needs Improvement     | 648 - 667 | D                  | 60 – 69            |
| Needs Improvement     | 600 - 647 | F                  | 0 - 59             |

| Geometry              |           |                    |                    |
|-----------------------|-----------|--------------------|--------------------|
| EOC Achievement Level | EOC Score | EOC District Score | EOC District Grade |
| Excellent             | 731 - 800 | A                  | 90 – 100           |
| Good                  | 700 -730  | B                  | 80 – 89            |
| Fair                  | 665 - 699 | C                  | 70 – 79            |
| Needs Improvement     | 643 - 664 | D                  | 60 – 69            |
| Needs Improvement     | 600 - 642 | F                  | 0 - 59             |

| <b>Biology</b>        |           |                    |                    |
|-----------------------|-----------|--------------------|--------------------|
| EOC Achievement Level | EOC Score | EOC District Score | EOC District Grade |
| Excellent             | 740 - 800 | A                  | 90 – 100           |
| Good                  | 700 -739  | B                  | 80 – 89            |
| Fair                  | 665 - 699 | C                  | 70 – 79            |
| Needs Improvement     | 639 - 660 | D                  | 60 – 69            |
| Needs Improvement     | 600 - 638 | F                  | 0 - 59             |

Note: A student who fails a course but passes the EOC test for the course must retake the course, either by repeating the whole course or through credit recovery. At the completion of the course, that student will take the EOC test again and the score from the retest will count in the student's final grade. If the student does not score Fair or above, the student would retain the higher achievement level as defined by the Double Jeopardy rule, in Bulletin 118.

## APPENDIX C

### Documentation of Input