

# **Pupil Progression Plan**

## **Louisiana Schools for the Deaf And Visually Impaired**

**2016 - 2017**

**Submitted to  
Louisiana Department of Education**

10/26/2016(Revised 01/23/2017)



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**SECTION 1**  
FORMAL SUBMISSION STATEMENT



**Louisiana School for the Deaf**  
**Louisiana School for the Visually Impaired**  
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**Formal Submission Statement**

Assurance is hereby made to the State Department of Education that the Louisiana Schools for the Deaf and Visually Impaired (LSDVI)'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.

Ralph Thibodeaux, Superintendent

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

LEA Contact Person (Primary): Marie Henderson

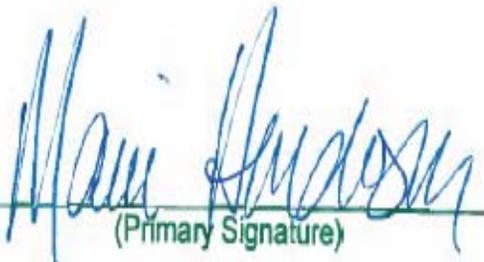
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E-mail Address: mhenderson@lsdvi.org

LEA Contact Person (Secondary): Annette Chelette

Telephone Number: (225) 757-3385

E-mail Address: achelette@lsdvi.org

  
(Primary Signature)

10-26-2016  
(Date)

## **Pupil Progression Plan Committee Members**

### **LOUISIANA SCHOOL FOR THE DEAF**

<b>Name</b>	<b>Position</b>
Dr. Donna Alleman	Director
Ryan Gollner	Principal of LSD
Jennifer Rogers	Counselor
Debbie Toups	Curriculum/Data Coordinator

### **LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED**

<b>Name</b>	<b>Position</b>
Bobby Simpson	Director LSVI
Leslie Bello	Principal of LSVI
Leslie Lancaster	School Counselor
Melanie Eaton	Assistant Principal of LSVI

### **LOUISIANA SCHOOLS FOR THE DEAF AND VISUALLY IMPAIRED**

#### **DISTRICT OFFICE & SHARED SERVICES**

<b>Name</b>	<b>Position</b>
Ralph Thibodeaux	Superintendent
Marie Henderson	Director of Academic Services
Donna Grice	Academic Services Coordinator
Annette Chelette	Academic Services Coordinator

### **PARENT COMMITTEE**

<b>Name</b>	<b>School Represented</b>
Laura Gresham	Louisiana School for the Deaf
Mrs. Kelvin Franklin	Louisiana School for the Visually Impaired
Saderia Johnson	Louisiana School for the Deaf
Karen Harris	Louisiana School for the Visually Impaired
Jessica Fontenot	Louisiana School for the Visually Impaired

# LSDVI

## Pupil Progression Plan Meeting Agenda

August 30, 2016

Meeting Facilitators: Marie Henderson and Donna Grice

Invitees:

Name	Position	School	Signature
Marie Henderson	Academic Director	LSDVI	Marie Henderson
Annette Chelette	Curriculum Coordinator	LSDVI	Annette Chelette
Donna Grice		LSDVI	Donna Grice
Ralph Thibodeaux	Superintendent	LSDVI	Ralph Thibodeaux
Leslie Bello	Principal	LSVI	Leslie Bello
Ryan Gollner	Principal	LSD	Ryan Gollner
Bobby Simpson	Director	LSVI	Bobby Simpson
Donna Alleman	Director	LSD	Donna Alleman
Debbie Touns	Cum-Coord/Teacher	LSD	Debbie Touns
Melanie Eaton	AP	LSVI	Melanie Eaton
Jennifer Rogers	Counselor	LSD	Jennifer Rogers
Leslie Lancaster	Counselor	LSVI	Leslie Lancaster

## Notice of Public Review placed on the District Web Site:

### Louisiana Schools for the Deaf and Visually Impaired 2016 – 2017 Pupil Progression Plan Public Review Notice

View LSDVI's proposed 2016-17 plan here: [LSDVI 2016-17 PPP](#)

Once you have reviewed the plan, please complete a short survey. This will provide important feedback on specific policies: [Survey LSDVI 2016-17 PPP](#)

Contacts for difficulties with the survey and other feedback:

- Marie Henderson, [mhenderson@lsdvi.org](mailto:mhenderson@lsdvi.org), (225)757-3327
- Annette Chelette, [achelette@lsdvi.org](mailto:achelette@lsdvi.org), (225)757-3385

Each year LSDVI is required to update our district Pupil Progression Plan (PPP). This plan contains both state policies and local policies describing criteria which either students or the schools need to meet so students can successfully progress through school to graduation.

This Plan is available for public review on our District as well as each school's website for three weeks from **September 23, 2016 until October 14, 2016**. After final approval, the 2016 - 2017 Pupil Progression Plan will be posted on the both District and school websites.

All information within this Plan printed in [green](#) are directives from the Louisiana Department of Education and follow established protocol from various State bulletins. These must remain as written. Anything printed in [black](#) are items which the district must address. The district responses and policies are printed in [blue](#). Anything highlighted in [yellow](#) has been revised to reflect recent policy updates. Thank you for taking the time to review our policies and provide feedback! The LSDVI leadership team will review feedback and determine any needed changes to the Plan. Our final Plan will be posted on our websites and submitted to the State Department of Education by October 28, 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 (LEAP) and is aligned to state laws and BESE policies.

#### I. Placement

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

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

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

Students entering first grade without attending a full-day public or private kindergarten for a full academic year will be tested using the Assessment, Evaluation and Programming System (AEPS) for Infants and Children. This instrument helps identify educational targets tailored for each child's needs. It links assessment, intervention and evaluation for children from birth to six years who have disabilities or developmental delays. This assessment helps educational programs meet the Office of Special Education Program (OSEP) reporting mandates.

Students shall demonstrate proficiency/mastery of skills on the AEPS at the following level for the specified age groups:

- Age 3 – 33%
- Age 4 – 66%
- Age 5 – 99%

For students who do not meet these requirements, a School Building Level Committee (SBLC) meeting will be held to determine promotion or retention. Parents will be notified via letter regarding the committee's decision.

The Louisiana School for the Visually Impaired (LSVI) also administers the Oregon Project School Readiness Checklist. This is a comprehensive assessment of motor, language, personal/self-help, social, and intellectual development for children from birth through six years.

## Placement for Preschool

For students with disabilities, ages three through five, the appropriate setting for a preschool-aged child is determined by age and academic readiness skills. Academic readiness skills are assessed using the AEPS; age-appropriate grade-specific skills found in the Louisiana State Standards; and the Oregon Project School Readiness Checklist, if applicable.

## Promotion for Preschool

Students shall demonstrate proficiency/mastery of skills on the AEPS at the following level for the specified age groups:

- Age 3 – 33%
- Age 4 – 66%
- Age 5 – 99%

For students who do not meet these requirements, SBLC meeting will be held to determine promotion or retention. Parents will be notified via letter regarding the committee's decision.

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

The AEPS will be administered to the students. Additionally, an SBLC meeting will be held to determine the students' educational, social, and emotional development. The SBLC will make recommendations to the IEP committee regarding educational placement.

- 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.

### Assessment, Evaluation and Programming System (AEPS)

### Oregon Project School Readiness Checklist

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 criterion for placement. (Bulletin 741 §325 C.)

► Name the Developing Skills Checklist, DSC, criterion used for placement of every child entering kindergarten for the first time.

For kindergarten, LSDVI uses a student's age for first time placement. If the placement needs to be revisited after administering the readiness screening, the SBLC will meet to determine appropriate placement.

## 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. For 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, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).
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. For 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, districts should determine guidelines for entry, which can include use of placement tests as well as other evidence of grade-level proficiency (e.g., transcripts, local assessments).

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

The School Building Level Committee shall review the records of each student. For promotion from grade eight, students must pass coursework in both of the subject areas (ELA and mathematics) and at least one other subject (science or social studies). The following policies shall govern transitional ninth grade for students transferring within the state from a school system:

- **Summer Remediation:** Students failing to achieve the standard required for promotion to the ninth grade shall participate in summer remediation in order to be placed in transitional ninth grade.
- **Local Decision Making:** Placement in transitional ninth grade shall be at the discretion of the local school system. The SBLC will review scores, coursework, and behavioral data to determine the most appropriate setting for each student.

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

- Approved schools within the state (public/nonpublic)

A student, who transferred from a state-approved school, in-state, shall present to the receiving school:

- certified up-to-date transcript showing the student's course work completed
- record of attendance
- progress reports
- student's immunization records
- copy of the student's most recent statewide test results
- copy of the student's current IEP
- copy of the student's most recent evaluation
- current audiological and/or vision assessment(s)
- current schedule
- current grade record

The student's transcript will be reviewed for course compatibility of credits earned. Upon review of the information mentioned above and acceptance into LSDVI, the student will be placed into the appropriate grade.

The student must also pass the English/Language Arts, Mathematics and either Science or Social Studies portions of the Louisiana Education Assessment Program Alternate Assessment 2 (LAA 2) or the End of Course Test (EOC).

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

Approved out-of-state schools will follow the same policies as approved in-state schools. (See above section)

- Home Study and Unapproved schools (public/nonpublic)

A student who transferred from Home Study or Unapproved schools (public/nonpublic) shall present to the receiving school a:

- certified up-to-date transcript showing the student's course work completed
- record of attendance
- progress reports
- student's immunization records
- copy of the student's most recent statewide test results
- copy of the student's current IEP
- copy of the student's most recent evaluation
- current audiological and/or vision assessment(s)
- current schedule
- current grade record

The student's transcript will be reviewed for course compatibility and credits can be awarded through screenings, evaluations and/ or examinations. Upon review of the information mentioned above and acceptance into LSDVI, the student will be placed into the appropriate grade. The student's progress shall be monitored during the first reporting period. Adjustments in placements may be made by the School Building Level Committee.

- Student entering 5<sup>th</sup> or 9<sup>th</sup> grade

For students entering 5<sup>th</sup> or 9<sup>th</sup> grade, LSDVI uses a student's age for initial placement. If placement needs to be revisited after receiving assessment results (MAP, AEPS, EAGLE, Aimsweb, Dibels, etc.), the SBLC will meet to determine appropriate placement. Ninth grade entering students are initially entered as T9 students while awaiting assessment results.

- Names of the entrance tests used to determine grade placement

Students entering LSDVI from Home Study or an Unapproved school, are placed according to their age. Depending on their age/ grade, assessments (MAPS, AEPS, EAGLE, Ainsweb, Dibels, etc) help determine student levels.

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

When applicable, passage of End of Course exams and nationally recognized Career and Technical Education exams will be utilized for Home Study students.

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

All required documents will be requested. If additional information is needed, the above referenced exams will be utilized.

### C. 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 has established to identify language minority students.

During the Admissions process, the Home Language Survey is completed to determine LEP status. The survey consists of the following questions:

1. First language learned by the student?
2. Language, other than English, used at home?
3. Language student uses most often?

If a language other than English or ASL (for deaf or hard-of-hearing) is indicated on any of the three (3) questions, then the student is screened for English Language Proficiency to determine if the student meets the criteria as a Limited English Proficient (LEP) Student.

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

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

The proficiency level of Language Minority Students must be determined by use of an individualized English Language assessment instrument, such as the Language Assessment Scales (LAS). Any student, who scores beneath the fluency level is Limited English Proficient (LEP) and is to be offered a specialized language program.

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.

If the parent does not refuse services, the LEP student will be placed in a comprehensive educational program that is designed and proven to provide an education that leads to the attainment of English language proficiency and academic achievement. The LEP student will be placed in an age-appropriate grade. If a LEP student enters the school system with no academic records, it is recommended that the student be placed in a grade corresponding to his or her age. LEP students with records are placed in grades indicated

on recent school reports. The LEP student has access to all additional services and programs available to other students.

The LSDVI specialized language programs for English language acquisition and academic achievement are research based models. LEP students who are enrolled in LSDVI have unique needs that are addressed through the students' Individualized Educational Plan (IEP). The students are enrolled in language classes designed to help them develop appropriate receptive and expressive language skills.

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

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

When a student is identified as a LEP student, continuous monitoring of progress by the LEP teacher(s)/ designee conferring regularly with teachers to be conducted and identified needs addressed by the IEP Committee through an IEP meeting.

Monitoring of LEP students, when they have reached the proficient level, continues by the LEP teacher(s) conferring regularly with teachers to verify students' progress.

Students with disabilities that are unable to meet the exit criteria after four (4) years or more in LEP status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from LEP status (but will still be required to take statewide assessments).

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)*

#### D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school 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.

### Annual IEP Review

Review of current LSDVI student placement is made through the formal IEP process (The Regulation for Implementation of Act 754 of 1977, Section 434J). Review of the IEP may be initiated at any time upon the request of a parent, guardian/surrogate, teacher, member of the IEP Committee, and/or school administrator. The IEP process is reviewed periodically through internal monitoring by LSDVI administrative staff to assure compliance with State and Federal statutes and regulations and to ensure qualitative factors in the IEP development and review. Additional monitoring of the IEP process may be provided through periodic review by the State Department of Education.

### School Building Level Committee

The SBLC is comprised of a core membership and an ancillary membership. Ancillary members serve ad hoc and are determined by the chairperson for particular students and their needs under review. The core members are:

- a. Director or designee
- b. Chief Academic Officer
- c. Assistant Principal(s)
- d. The referring faculty/staff member(s)
- e. The student, if applicable
- f. Parents/guardian(s), if applicable
- g. A member of the Counseling Department
- h. Interdepartmental/divisional representation, as appropriate

Parents may request a SBLC meeting by calling or writing to the Director or administrative representative, giving reasons for the request. Faculty/staff members are to utilize the following procedure to bring special student needs to the attention of the School Building Level Committee:

The objectives of classroom-based screening are intended to identify special needs of students not addressed within their IEPs or the Louisiana Schools for the Deaf and Visually Impaired Pupil Progression Plan and to provide faculty/staff with a procedure for addressing these student needs. The classroom-based screening of student needs includes:

- a. Academic performance
- b. Attendance
- c. Behavior/social adjustment
- d. Change of program/class/dorm
- e. Health needs
- f. Student sensory functioning
- g. Referral to pupil appraisal services
- h. Follow-up services to determine appropriateness of decisions/recommendations.

Decisions of the SBLC may be appealed to the LSDVI Admissions, Release, and Staffing Committee by the student, parent, or any party directly involved in the matter before the SBLC. Requests for an appeal must be made in writing within five school days to the Director, asking that the matter be placed on the agenda for the next regularly scheduled meeting of the LSDVI Admissions, Release, and Staffing Committee.

During the period in which a decision of the SBLC is being appealed, no action is to be taken on the SBLC decision, unless a contingency situation exists. A contingency situation is one where the student may be a danger to him/herself or others. In such a case, a committee, designated by the Director, will make decisions pending an appeal decision.

### Extended School Year Services

a. Extended school year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal school year of the LEA. The LEA must utilize specific eligibility criteria to determine the need for extended school year services to ensure the provision of FAPE. Services are provided in accordance with an IEP and at no cost to the parents of the student.

b. Once a student's extended school year services have been planned through the IEP process, the services shall be implemented. The services necessary to meet the goals and objectives targeted on the ESY section of the IEP are to be provided.

c. Careful documentation will be kept in order to evaluate the student's performance and progress toward the completion of the ESY goals and objectives. Accurate records of student performance will assist the IEP Team in the upcoming school year to continue the educational program with a minimum of interruption and disruption.

d. Ongoing student performance assessment is always an integral part of any educational program and it will be documented on appropriate data collection forms (e.g., grade book, checklist, task analysis form) and progress reports.

## II. Attendance Policy

A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) 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.-(Bulletin 741, §1103.G)

## III. Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302.Uniform Grading Policy)

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

► List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

Grading Scale for AP Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

#### IV. Promotion K – 8

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

##### A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing 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 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade 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 2016-2017 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 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

6. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. (Bulletin 1530 §403)
7. 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)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. 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.)
10. 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 plan for intervention and remediation for the non-proficient student for the summer and school year.

LSDVI will provide and/or review any combination of the following to provide intervention and remediation for the non-proficient student during the summer and school year:

- Review of State assessment results; identification of the student's specific area(s) of need.
- Review the student's attendance record
- Performance on classroom assignments, course grades, and any benchmark assessment.
- Classroom pull-out may occur to provide differentiated learning using child specific instructional techniques.
- The use of "bell ringer" activities to provide remediation.
- Specialized grouping and instruction in the classroom setting.
- After school tutoring.

► 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.

The School Building Level Committee shall review the records of each student. For promotion from grade eight, students must pass coursework in both of the core subject areas (ELA and mathematics) and at least one other core subject (science or social studies).

The following will be used to determine if first-time eighth grade students will be placed in transitional ninth grade;

- History of state assessment results
- Attendance record

- Performance on classroom assignments, course grades, and any benchmark assessments.
- Students must attend summer remediation before being placed in grade T9.

In addition to the above information, it shall also be the responsibility of the School Building Level Committee (SBLC) to review student placement and promotional decisions. Decisions are based on specific recorded data related to the student's educational performance:

1. Previous retention record
2. Social/physical maturity and age of student
3. Previous and most recent profile results on standardized achievement tests
4. Academic achievement to date as recorded in the student's cumulative folder
5. Publisher-made, criterion-referenced test scores
6. All formative and summative data collected during the current school year.

Following an SBLC committee review and discussion of the information, the committee will decide on the promotion or retention of the student. LSDVI reserves the right to adjust grade placement decisions made from the sending school(s).

All decisions will be recorded in the student's IEP folder and cumulative record (using SBLC forms located in Appendix), and will also include all supporting evidence. The parent(s) will be notified by the Principal/Assistant Principal of the committee's decision, including their right to appeal.

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

LSDVI will provide and/or review any combination of the following to provide intervention and remediation for the non-proficient student during the summer and school year:

- The student who fails to achieve the standard required for promotion to the ninth grade shall participate in summer remediation in order to be placed in transitional ninth grade.
- Classroom pull-out may occur to provide differentiated learning using child specific instructional techniques.
- The use of "bell ringer" activities to provide remediation.
- Specialized grouping and instruction in the classroom setting
- After school tutoring
- Scheduled remediation classes

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

The SBLC, as defined in section ID, is charged with the responsibility of reviewing student placement and promotional decisions.

Decisions are based on specific recorded data related to the student's educational performance:

1. Previous retention record
2. Social/physical maturity and age of student
3. Previous and most recent profile results on standardized achievement tests
4. Academic achievement to date

5. Publisher-made, criterion-reference test scores
6. All formative and summative data collected during the current school year

Following a SBLC committee review and discussion of the information, the committee will decide on the promotion or retention of the student. LSDVI reserves the right to adjust grade placement decisions made from the sending school(s).

All decisions will be recorded in the student's IEP folder and cumulative record, and will also include all supporting evidence. The parent(s) will be notified by the Chief Academic Officer/Assistant Chief Academic Officer of the committee's decision, including their right to appeal.

## B. High Stakes Testing Policy

1. At the conclusion of the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade 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. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► 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 meet requirements of local progression plans.

The student who fails to meet promotion requirements and has repeated fourth grade may be retained if he/she:

1. does not attend summer remediation.
2. does not pass core academic classes.
3. does not meet the mandated attendance policy.

The SBLC shall meet and review pertinent documents to determine student placement.

► 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 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 D.)

The SBLC shall meet and review pertinent documents to determine student placement.

2. At the conclusion of the 2016-2017 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 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for

transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

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

T9 students will regularly meet with the school counselor for career counseling as well as academic and social counseling as needed.

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

T9 students will be benchmarked three times each year in ELA and mathematics

T9 students will be regularly progress monitored in ELA and mathematics by teachers, based on their needs

Counselors will regularly monitor T9 students on attendance, discipline, academics and social concerns

If a student has a D or F in a course and/ or a significant decrease in grades at the 4½ week mark in a 9-week grading period, the student, the student's teacher, the student's parent/ guardian, and the school counselor will meet to discuss appropriate interventions

► What Career Readiness Course Opportunities will be provided to the students?

T9 students are enrolled in a career awareness class.

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

The student's needs will be identified by teacher collaboration and a comprehensive review of his/ her performance on coursework, benchmark test results and standardized test results

The T9 curriculum will be implemented on a student-by-student basis, depending on the student's need for remediation in specific subject areas. Each T9 student's schedule will be individualized with a combination of remedial and Carnegie credit classes to support each student's success.

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

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (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. 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 the state mandated assessments, list any additional requirements.

#### GENERAL REQUIREMENTS:

In accordance with the requirements of the Louisiana Department of Education, all LSDVI students addressing the Louisiana State Standards as their long-term education goal shall be expected to master grade-appropriate skills, as defined by the state curriculum, in order to be promoted to the next grade. The curricular design of the Louisiana Schools for the Deaf and Visually Impaired incorporates spiraling curricula with a hierarchy of skills in a sequential development of cognitive and affective domain skills. Within this framework, each student's IEP committee designs a program that is uniquely tailored to meet individual psycho-educational needs.

The curricular design is predicated upon the threefold educational mission of the school: to provide students with special educational services germane to deafness, visual impairment and blindness; to provide a regular public education akin to that offered by local education agencies to hearing children; and to provide Career and Technical education services toward a student's mastery of entry level skills.

The program of studies is ever changing in response to the ongoing needs and input from students, parents, faculty, staff, as well as from alumni, the Deaf and Blind communities, various constituencies served by the school and the community at large. Additionally, mandated curricular elements are continually modified as the Legislature or BESE add and revise the state's curricula. Accordingly, new courses/subjects are introduced into the program of studies and existing ones are modified or revised in an ongoing process of change.

#### Preparatory: Pre-Kindergarten – Kindergarten

In recognition of the disabling conditions of vision loss and deafness and the language and communication delay of entering students, the curricular design of the Preparatory Program is one of language, communication intensiveness, and student acquisition of readiness skills in areas including language acquisition, language development, reading, numeration, handwriting, speech, auditory awareness/discrimination, sign language, socialization and community living, and knowledge of such concepts as colors, shapes and body parts.

The Louisiana Schools for the Deaf and Visually Impaired will follow the Louisiana Prekindergarten and Kindergarten Louisiana State Standards. Grade Level Expectation progress will be tracked.

The Pre-Kindergarten and Kindergarten classes shall adhere to a minimum of 360 minute school day. The school day shall be divided among the instructional areas following the suggested guidelines outlined in Bulletin 741 §2313.

Intermittent group and/or individual therapy is provided.

The Louisiana School for the Deaf administers the following assessment:

- The Assessment, Evaluation, Programming Systems (AEPS) to all preschool and kindergarten students,

The Louisiana School for the Visually Impaired administers the following assessments:

- The Assessment, Evaluation, Programming Systems (AEPS) to all preschool students,
- Oregon Project School Readiness Checklist to students who are placed in kindergarten classes.

Students who demonstrate proficiency/mastery of skills on the AEPS at the following level for the specified age groups shall be considered developmentally ready for the regular kindergarten program:

- Age 3 – 33%
- Age 4 – 66%
- Age 5 – 99%

Remediation services are provided for students whose performance does not meet this criterion. The AEPS assessment provides criterion referenced results that can be used in Individualized Education Program (IEP) planning. It provides linked assessment, intervention, and programming, which is used to plan instruction for the individual needs of the visually impaired, deaf and hard-of-hearing student.

In order to be promoted to first grade, a student must demonstrate mastery of kindergarten skills. These skills are the higher-level readiness skills of the kindergarten curriculum. Each student will practice and learn these skills and their prerequisites. Additionally, the student will be tested on these skills throughout the kindergarten years. These skills are listed on the Kindergarten Progress Report, which documents student progress each nine-week period.

Students who have not attended kindergarten will initially be placed in kindergarten and administered the same tests administered to their Deaf or Hard-of-Hearing or visually impaired counterparts within the first week of school. They must meet the same standards as those students who attended kindergarten in order to be placed in first grade.

Pre-kindergarten and kindergarten students receive both IEP and either Pre-kindergarten or Kindergarten Progress Reports. The grading system utilized for these students is as follows:

- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

## **Elementary: Grades 1 – 5**

Elementary grades provide a formal learning environment in the traditional academic subjects utilizing special educational methodologies, technology, and strategies for continued language acquisition, language development, and skills in reading, mathematics, social studies, general science, physical education, arts and crafts, speech, auditory awareness/discrimination, and sign language. Social/emotional development is addressed within the curriculum and with extracurricular activities such as student clubs and fundamental team athletics.

For promotion in elementary grades, students must:

- Pass coursework in ELA and mathematics
- Pass at least one of the two remaining two core subjects (science or social studies);
- Address grade appropriate skills as outlined in the Louisiana Content Standards with modifications (i.e. the use of sign language, Braille, large print and low vision devices) as needed to address each student's special needs
- Participate in state-wide spring testing
- Attendance requirements.

The School Building Level Committee shall review the records of each student in danger of retention. The Chief Academic Officer shall recommend to the School Building Level Committee for consideration for promotion a student who failed only one of the required courses. The recommendation for promotion will be based on attendance, , classroom performance, staff recommendation, and all available assessment results.

LEAs shall provide a fourth grade transitional program for students meeting the criteria.

1. The purpose of a fourth grade transitional program is to provide a class setting to students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade regular coursework. Students in the transitional program may be able to progress to the sixth grade the following year.
2. Minimum criteria for placement into a fourth grade transitional program:
  - a. the student must score at the *approaching basic/approaching basic* achievement level on the English language arts and mathematics components of LEAP;
  - b. the student must have met all requirements for promotion from the fourth grade as outlined in the local pupil progression plan; and

## **Middle School: Grades 6 – 8**

For middle school promotion, students must pass coursework in ELA, mathematics and at least one other subject (science or social studies). Students will address grade appropriate skills outlined in the Louisiana State Standards with accommodations and modifications as needed for each student's individual needs. Middle School students intending to take a course for Carnegie credit must demonstrate mastery of the eighth grade, grade level expectations in that content area by passing an exam developed by the LDE before taking the high school course.

Teachers are responsible for administering an adequate number of class assignments, homework assignments, and tests to accurately appraise their students' learning and

performance. At the end of each nine-week period, numerical grades are averaged and converted to letter grades. Semester averages will not be given. At the end of the school year, students will receive a final grade.

A mid-term exam will be given covering material from the first and second nine weeks. A final exam will be given covering material from the third and fourth nine weeks. Students are required to take mid-term and final exams.

Students will receive a final grade for a subject when the 1<sup>st</sup>, 2<sup>nd</sup>, mid-term exam, 3<sup>rd</sup>, 4<sup>th</sup>, and final exam grades are averaged based on a ratio of 20/20/10/20/20/10%.

Students must participate in state-wide spring testing. Students should also meet attendance requirements.

The School Building Level Committee shall review the records of each student in danger of retention. The Director or Designee shall recommend to the School Building Level Committee for consideration for promotion a student who failed only one of the required courses. The recommendation for promotion will be based on attendance, test data, classroom performance, and staff recommendation.

Progress reports/interim grades are issued to middle and high school students to indicate their classroom performance. Designed to inform students as well as parents about the student's progress, these reports are sent to parents at the halfway point of each nine-week period.

#### Middle School Students Receiving High School Credit

A middle school eighth grade student shall be eligible to receive high school credit in a course listed in a program of studies provided that:

1. The time requirement for awarding of a Carnegie unit is met.
2. The teacher is certified at the secondary level in the course taught, and
3. The student has mastered the established high school course standards for the course taken
4. See "IV. Promotion 9 – 12, Section A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)"

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

#### Louisiana School for the Deaf:

The Louisiana School for the Deaf offers foreign language instruction in American Sign Language (ASL).

#### Louisiana School for the Visually Impaired:

The Louisiana School for the Visually Impaired has applied to the Department of Education for exemption from establishing an elementary foreign language program

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

The age of a student minus five equals grade level. Many students who attend the LSDVI are not academically functioning on grade level because of the language deficit that exists in deaf, hard-of-hearing and some blind and partially-sighted students. Visually impaired students are also recommended for participation in the Braille studies program, through the IEP process

## V. High School Graduation Requirements

### A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

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 provide a minimum of 7,965 minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 minutes, and students shall be in attendance for a minimum of 3,758 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. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
  - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. 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.

Secondary grades continue the formal curricula introduced in the elementary grades in accordance with a developmental spiral curriculum for each subject. High school students graduate from the Louisiana Schools for the Deaf and Visually Impaired in accordance with the IEP and/or Pupil Progression Plan through completion of the Louisiana Schools for the Deaf and Visually Impaired program of studies.

Students are required to pass the following End of Course (EOC) tests to earn a standard high school diploma:

- English II or English III
- Algebra or Geometry
- U. S. History or Biology

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 15 percent (15%) of the student's final grade for the course.
- b. Students with disabilities identified under IDEA, for whom Act 833 criteria are being applied to determine performance standards, shall have the EOC test score count for 5 percent (5%) of the students' final grade for the course
- c. Students are given three opportunities each year to pass EOC course tests which are given in December, May and June. If a student does not pass the EOC test, but passes the class associated with the test, Carnegie units are granted for the course taken.

Remediation and retake opportunities will be provided for students that do not pass the EOC, and/or LAA 2 tests. Students shall be offered 50 hours of remediation each year in each content area they do not pass on the LAA 2. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass.

Those students who have passed two of the three required EOC or LAA 2 tests and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required test, may have the remaining test waived by the State Superintendent of Education if the Department of Education determines the student's disability significantly impacts his/her ability to pass the end-of-course test.

For students who entered high school before 2014, all students in the college and career diploma pathway will be enrolled in the Louisiana Core 4 Curriculum. After two years, the student and the student's parent/guardian may request that the student be changed to the Basic Core Curriculum. The Louisiana Core 4 Curriculum requires 21 required units and 3 elective units, while the Louisiana Basic Core Curriculum has 16 required units with 8 elective units in a specific Area of Concentration.

Students entering high school in 2014-15 and beyond, can participate in TOPS University or Jump Start TOPS Tech. Students selecting the TOPS University Pathway continue to pursue core academic credits that mirror the TOPS Core curriculum with 21 required units and 3 elective units. Students pursuing the Jump Start TOPS Tech Pathway have 14 required units with 9 Jump Start elective units and will be required to attain statewide or regional credentials.

A student may earn a State Approved Skills Certificate (SASC) by meeting the minimum criteria outlined in the State Approved Skills Certificate Handbook. Requirements include completing specific courses for two academic years, 70 hours of internship or simulation, 20 hours of community service, and a minimum of 80% "Competency Mastery Level" on the appropriate SASC Checklist. Students must also earn a 1.5 GPA on Carnegie unit courses and a minimum of D average on non-Carnegie unit courses. SASC offerings will vary depending on course offerings and resources at LSD and LSVI.

Students may be promoted to the next grade, if the following requirements have been met:

1. The student has earned the required units of study to move to the next grade.
2. Has met state mandated attendance requirement according to Bulletin 741.
3. Transition planning, if noted on the IEP, has been addressed and steps completed.
4. Student has been promoted through the IEP process.

Units Required for Classification of Students are as follows:

- a. Freshman .....0 – 5.5 units
- b. Sophomore.....6 – 11 units
- c. Junior.....11.5 – 17 units
- d. Senior.....17.5 + units

High School Grading Scale	Grade Point Equivalence
93 – 100 = A	A = 4 Points
85 – 92 = B	B = 3 Points
75 – 84 = C	C = 2 Points
67 – 74 = D	D = 1 Point
0 – 66 = F	F = 0 Points

Advanced Placement Grade Point Equivalence
A = 5 Points
B = 4 Points
C = 3 Points
D = 2 Points
F = 0 Points

### Louisiana School for the Deaf

The Louisiana School for the Deaf uses a seven period schedule for grades 6-12. Students attend seven different classes daily. Teachers are responsible for administering an appropriate number of class assignments, homework assignments, and tests to accurately evaluate their students' learning and performance. At the end of each nine-week period, numerical grades are averaged and converted to letter grades according to the uniform

grading system established by the Louisiana Department of Education. Semester averages will not be given. At the end of the school year, students will receive a final grade.

### Louisiana School for the Visually Impaired

The Louisiana School for the Visually Impaired follows the seven period schedule. Students attend seven different classes daily. Teachers are responsible for administering an adequate number of class assignments, homework assignments, and tests to accurately appraise their students' learning and performance. At the end of each nine-week period, numerical grades are averaged and converted to letter grades according to the uniform grading system established by the Louisiana Department of Education.

Semester averages will not be given. At the end of the school year, students will receive a final grade.

Progress reports/interim grades are issued to indicate students' classroom performance. Designed to inform students as well as parents about the student's progress, these reports are sent to parents at the halfway point of each nine-week period. A mid-term exam will be given covering material from the first and second nine weeks. A final exam will be given covering material from the third and fourth nine weeks. Students are required to take mid-term and final exams. Students will receive a final grade for a subject when the 1st, 2nd, mid-term exam, 3rd, 4th and final exam grades are averaged based on a ratio of 20/20/10/20/20/10%.

Note: Students with a vocational major may elect to participate in an on-the-job training program or dual enrollment at Capital Area Technical College (CATC), Baton Rouge Community College (BRCC) or Career Academy.

### LEAP Alternate Assessment 1 (LAA 1) Students

Students identified as LAA 1 will address the Extended Standards. These students will be provided with an alternative programming which will help them achieve their academic, social, daily living skills, and/or physical potential. Instruction for students participating in Alternate Assessment may take place in self-contained classrooms.

A student participating in LAA 1 progresses from one grade level to the next if the following conditions are met:

- The student has met attendance requirements according to Bulletin 741.
- The student has completed 80% of his annual IEP goals.
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher.
- The student participated in the Alternate Assessment process, if applicable.

Students participating in LAA 1 have the opportunity to earn Carnegie Units in subject areas in which they may excel by taking courses which address Louisiana State Standards. LAA 1 students will receive IEP progress reports each nine weeks to indicate individual progress.

LAA1 students may be eligible to pursue a LAA1 Career Diploma which has both academic and assessment criteria. This diploma is career-focused with an emphasis on hands-on workplace experiences.

## LEAP Alternate Assessment 2 (LAA 2) Students

Students with persistent academic disabilities who are served under IDEA and entered high school by the Fall of 2013 are eligible to participate in LAA 2 testing. Although the student is eligible for LAA 2, the IEP team may decide that the student should participate in the general statewide assessment. A student participating in LAA 2 has an instructional program that is predominately academic in nature. Students must pass Carnegie Units which allows the student to work toward a high school diploma. All students enrolled in a course for which there is an EOC test must take the EOC test:

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

The Louisiana Schools for the Deaf and Visually Impaired does not offer one-half unit credit for any one-unit course. Only the courses listed in the Course Listing as half-unit courses are given a half unit of credit for one credit courses.

- ▶ List the set of courses for which students will have the opportunity to earn credit by proficiency.

The Louisiana Schools for the Deaf and Visually Impaired does not have a set of courses where students earn credit by proficiency.

## **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 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 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
  - c. Students entering the ninth grade in 2008-2009 to 2013-2014 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 Historical Career Diploma (students entering ninth grade prior to 2014-15) and the Jump Start Diploma (for students entering ninth grade in 2014-15 and beyond) 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. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
- 7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University 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 United States History
  - c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
  - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
- 8. Graduation requirements for the Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1) may be found in §2320 of Bulletin 741, including the following requirements for eligible students:
  - a. Course requirements;
  - b. Assessment requirements;
  - c. Workforce-Readiness and Career Education requirements; and
  - d. Transition requirements.

9. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

## VI. Retention Policy

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

Retention of a student is determined on a case by case basis as determined by the SBLC.

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

No additional policies exist regarding student retention.

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

Students will receive educational counseling, tutoring and the classroom teachers will use a myriad of intervention/ remediation strategies to help the student to improve in those academic areas in which he/she is functioning below grade level. Documentation of intervention/ remediation is required before a student is retained. Intervention strategies and progress monitoring data will address the specific skill area(s) putting the student at risk for retention. Homework support and other generic academic support are not considered intervention strategies.

## VII. Acceleration

- ▶ Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

Students considered for acceleration shall:

1. Perform at a level above the grade level to be bypassed in their academic area. Additionally, measurement of the student's social maturity must result in no less than average performance. Acceleration must be considered with full knowledge and consent of the parent or guardian;
- or
2. Be identified as gifted/talented as a result of an individual evaluation conducted in accordance with the guidelines set in Bulletin 1508, with concurrence by the IEP committee that acceleration provides appropriate placement.

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

Students considered for acceleration shall:

1. In the judgment of their current teacher, be performing at a level consistent with students in the next grade level at the same point in the school year. Such a decision must be made in cooperation with the teacher of the next higher grade who must also concur. Such teacher judgment shall be supported and documented by data consisting of the student's work, grades, and available test data.
- or
2. As a result of the Individual Evaluation under the guidelines set down by Bulletin 1508, and as a result of Individual Education Program (IEP) such acceleration is judged to be the most appropriate educational program

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

Students considered for grade "skipping" shall:

In the judgment of the SBLC, a student must have achieved mastery of all standards required for entry into the proposed grade level. Such a decision must be made in cooperation with the teacher of the next grade who must also concur. Such teacher judgment shall be supported and documented by data consisting of the student's work, grades, and available test data. The school's Director or designee must also agree with the decision. No decision to grade 'skip' may be implemented without full knowledge and consent of parents or guardians.

- ▶ Describe any policies governing services for gifted students.

Services for students identified as gifted are determined through the IEP process.

- ▶ List any Carnegie credit courses that will be offered on an "accelerated" schedule.

Carnegie credit courses offered for an accelerated schedule are on a specific individual's need. Courses could include foreign languages, Braille, and career readiness classes.

## 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 (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
  - 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.

Some classes may be offered through Course Choice, Advanced Placement Classes, Distance Learning and On-Line Courses. However, prior to students participating in Distance Learning and On-Line classes, the instructional team (which consists of the Director, Principal, classroom teachers and school counselor) reviews the following to determine if students meet the criteria for participation.

Reviewed items:

- Grades received in prior classes.
- Reading level
- Attendance records
- Behavior reports
- Teacher(s) recommendation(s)
- Ability to work independently

Written parental permission must be received. The parent and student must also understand and agree to the requirements of participating in such classes.

## **VIII. Remediation**

### **A. Legal Authorization**

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered 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 testing program for grades 4 and 8, 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 the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State test, shall be provided remedial education. (R.S. 17:397)
  - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.

## D. School Year Intervention/Remediation Program

### ► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:

The EOC Remediation Program is designed to provide remedial, targeted instruction for students who scored *Needs Improvement* on an EOC test. This program's goal is to improve comprehension and application of vital content in order to increase students' scores above the *Needs Improvement* achievement level.

- Program Description
  - Student selection criteria
    - EOC  
Students who scored *Needs Improvement* during the previous school year and are in jeopardy of scoring *Needs Improvement* during the present school year are eligible to participate in remediation. A student enrolled in a class with an EOC test requirement and is in jeopardy of failing that class, is eligible to participate in remediation.
  - Pupil/Teacher ratio
    - The teacher/pupil ratio, for exceptional students in remediation classes, shall adhere to guidelines as set forth in Bulletin 741 and 1706.
  - Instructional time
    - Students shall be offered 30 hours of remediation each school year in each content area they do not pass.
  - Selection criteria for teachers and/or paraprofessionals
    - Qualifications of teachers and/ or paraprofessionals for the remedial education program are the same as teachers and/ or paras who are regularly employed at the Louisiana Schools for the Deaf and Visually Impaired.
  - Materials and methodology to be used
    - LSDVI uses small group/small class size for instruction; extended time, reducing content material into small units of information, re-teaching, and the use of American Sign Language and/or Braille are all used for intervention/remediation. The activities include group and individual led by both the teacher and the student. Remedial materials used will address the Louisiana State Standards.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
  - LSDVI offers school day remediation courses, summer school remediation, and after-school tutoring targeted to providing intervention. Each teacher shall provide weekly remediation in-class to students. Regardless of the content area, teachers will provide additional instruction focusing on the subject area’s vocabulary, reading comprehension skills and/or math skills related to their content area.
- Documentation of students’ and parents’ refusal to accept remediation
  - A written or electronic letter of refusal for summer remediation services shall be submitted to the Director or Principal/Asst. Principal. Three documented attempts shall be made to obtain this documentation. Attempts may be via documented telephone calls, copies of emails and written letters. The third attempt shall be a written documentation with verification of mailing from the postal service.
- Plan for coordination of state, federal, and local funds for remediation
  - Summer remediation is budgeted using General Funds. Adjustments in the amounts budgeted for remedial education shall be made based on consideration of past and projected needs. The remedial education program shall be coordinated with any locally funded and/or federally funded remedial education program.
  - After school tutoring is funded using the Education Excellence Funds (EFF).
- Evaluation plan for documenting evidence of achievement/growth of students
  - Informal: The informal assessment shall consist of teacher observation/tests of the student’s daily and weekly performance and the quarterly grading of the student’s work. This shall include the teacher’s comments regarding the student’s general progress.
  - Formal: The formal component shall consist of the administration of: Appropriate state-mandated assessments, unit tests and Benchmark assessments

## 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.

There are no approved alternative school/ program/ settings operating at LSDVI. Consequently, there are no separate entrance or promotion criteria.

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

There are no approved alternative school/program/settings operating at LSDVI. Consequently, there are no separate entrance or promotion criteria.

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

LSDVI does not have an adult education program and therefore has no procedures for placement into adult education.

- ▶ Describe the curriculum used to deliver coursework for alternate education programs.

LSDVI does not have an alternative education program, so there is no curriculum used to deliver coursework.

## X. Other Policies and Procedures

### A. 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:

- Regular education students

LSDVI student population is 100 percent 1508 students with disabilities. There are no regular education students enrolled.

- Students with disabilities

Bulletin 1706 Chapter 5, Subchapter A. Due Process §501. Responsibility of State and Other Public Agencies, C. Parent Involvement in Placement Decisions, LSDVI shall:

1. Each public agency shall ensure that a parent/ guardian of each student with a disability is a member of any group that makes decisions on the educational placement of the parent's child.
2. In implementing the requirements of Paragraph C.1 of this Section, the public agency shall use procedures consistent with the procedures described in §322.A through B.1.

3. If the parent/ guardian cannot participate in a meeting in which a decision is to be made relating to the educational placement of his or her child, the public agency shall use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

4. A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency shall have a record of its attempt to ensure parental involvement.

- Section 504 students

LSDVI student population is 100 percent 1508 students with disabilities. There are no 504 students enrolled.

## SECTION III

### LOCAL 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. Add any local pupil placement and progression policies in this section (e.g. grading policies).

# APPENDIX A

## Definition of Terms

**Acceleration** – Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include “gifted student” as identified according to Bulletin 1508

**Adapted Physical Education** - specially designed physical education for those exceptional students for whom significant deficits in the psychomotor domain have been identified and who are unable to participate in regular physical education programs on a full-time basis. (Bulletin 1508)

**Alternate Assessment** – The substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

**Area of Concentration (AOC)** – The Louisiana Department of Education has mandated that all students must have an area of concentration. There are sixteen (16) areas of concentration for specific areas within a given area. Students must choose four (4) primary courses and two (2) secondary courses.

**Assessment, Evaluation and Programming System (AEPS)** - is a curriculum-based assessment and evaluation tool for all children birth to 6 years that gives every child the best chance to make real progress toward developmental and IFSP/IEP goals.

### **Audiology means:**

1. The identification of children with hearing loss.
2. The determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
3. The provision of habilitative activities such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation and speech conservation.
4. The creation and administration of programs for prevention of hearing loss.
5. The counseling and guidance of pupils, parents and teachers regarding hearing loss.
6. The determination of the child's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. (Act 754)

**Audiological Services** - See Audiology above

**Auditory** - of or related to hearing.

**Braille** - Braille is writing system which enables blind and partially sighted individuals to read and write through touch. It was invented by Louis Braille (1809-1852), who was blind and became a teacher of the blind. It consists of patterns of raised dots arranged in cells of up to six dots in a 3 x 2 configuration. Each cell represents a letter, numeral or punctuation mark. Some frequently used words and letter combinations also have their own single cell patterns.

**Carnegie Unit** - An academic credit based upon achievement of established standards, including times and content for a particular course. (Bulletin 741)

**Career and Technical Education (CTE) Program** - provides high school students with career education and training that prepares them for immediate entry into the workforce, job training or postsecondary education. One of the goals of the LDOE is to have students attain statewide or regional credentials.

**Certificate of Achievement** – An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions.

**Content Standards** – Statements of what we expect students to know and be able to do in various content areas.

**Counseling Services** - To provide services to students and families to enable students to arrive at their full potential through a process involving direct contact between the student and counselor aimed at assisting the student to adjust more effectively to himself and his environment. (PPM 3.6.25)

**Criteria for Eligibility** - describes the minimum data that must be obtained in order to classify a child as exceptional and in need of Special education and Related Services. (Bulletin 1508)

**Deaf** - is a severe hearing impairment with an unaided pure tone average of 500, 1000, 2000 Hz in the better ear of 70 dB (ANSI) or more and which results in a deficit in processing linguistic information through hearing, with or without amplification. (Bulletin 1508)

**Deaf-Blind** - is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or for blind children. (Bulletin 1508)

**End-of-Course (EOC) Testing Remediation** - Students who must pass three End-of-Course tests in the following categories: English II or English III; Algebra I or Geometry; and Biology or U.S. History. Each student is offered a minimum of 30 hours of remediation in the courses needed for graduation. The remediation is offered for students who have failed an EOC exam or who are in danger of failing. The remediation is also offered during the school year or summer.

**End of Course Tests (EOC)** - End-of-Course testing was recommended by the High School Redesign Commission to ensure consistent and rigorous instruction and academic expectations throughout Louisiana high schools. End-of-course tests will be given to high school students in the following subjects: Algebra I, English II, Geometry, Biology, English III, and American History.

Incoming freshmen in 2010–2011 and beyond must pass three EOC tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or American History.

**Evaluation** - is defined as a systematic process of review, examination, and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria. The product of the evaluation is a professional interpretation of the student's performance within various settings, those factors affecting the student's performance, the nature and extent of the student's impairment or exceptional ability, and the need for special education and related services, other interventions, or instructional adjustments. Evaluation is not synonymous with testing. (Bulletin 1508)

**Exceptional Child** - For a child to be considered an exceptional child under the Regulations implementing Act 754, two conditions must exist:

First, the assessment data must indicate that:

(1) An impairment is present, or

(2) A requisite is present, such as exceptionally high abilities.

Second, an assessment of the current and past learning environment and the educational progress of the child must demonstrate a need for special educational services. (Bulletin 1508)

**Exceptionality** - is any one of the characteristic impairments or conditions which adversely affect the child's educational performance to the extent that the child needs special education as defined in Bulletin 1508.

**Hard of Hearing** - is a hearing loss, either permanent or fluctuating, ranging from mild to severe unaided (pure tone average of 500, 1000, and 2000 Hz between 20 and 70 db ANSI, in the better ear) which does not significantly impede the learning of speech and language through normal channels. (Bulletin 1508)

**Hearing Impaired** - A hearing impaired student is a student whose auditory sensitivity and acuity is so deficient as to interfere with educational performance. It includes both Deaf and Hard of Hearing students. (Bulletin 1508)

**Individual Evaluation** - A systematic process of review, examination and interpretation of intervention efforts, test results, interviews, observations, and other assessment information relative to predetermined criteria. The product of the evaluation is a professional interpretation of the child's performance within various settings. The ultimate goal of the IEP process is to provide information to educators and/or others who are involved which will facilitate future educational programming for the student. (Bulletin 1508)

**Individualized Education Program (IEP)** – a document, mandated by the Individuals with Disabilities Education Act (IDEA), written annually to determine special education services and placement as defined by federal regulations. It is developed jointly by family, school personnel and the student and is tailored to the student's individual educational needs.

**Individualized Family Service Plan (IFSP)** - is both a process and a document intended to assist families and professionals in a community in their combined efforts to meet the developmental needs of a young child from birth to age three with special needs.

**Industry Based Certificate (IBC)** – Is earned after a student has completed an Area of Concentration (AOC) of study. The student must also pass the certifying agencies requirements. Requirements are specific to the agencies within the students Area of Concentration. Such agencies are the Louisiana Department of Agriculture and Forestry, Louisiana Department of Agriculture, Louisiana Nursery and Landscaping Association and Continental Kennel Club.

**Interagency Agreement** - Means an operational statement between two or more parties or agencies which describes a course of action to which the agencies are committed. The statement is drawn up consistent with the mandatory provision of Part 800 of the regulations of Act 754.

**Interim IEP** - Means a written program which enables the enrollment of a child with a low incidence disabling condition into a special education program concurrent with the completion of the child's individual evaluation. This evaluation shall be completed within the time limits specified

by Subpart 416 of Regulations implementing Act 754 with the final IEP being developed within 30 operational days of the completion of the individual evaluation. (Bulletin 1706)

**Interpreting** - is defined as the process of relaying spoken oral communication by means of fingerspelling, sign language, speech and expression in such a manner as to convey concise meaning to the deaf individual(s) and reversing that process to aid the deaf individual(s) in expressive communications. (Louisiana School for the Deaf)

**Jurisdiction** - is the right of a school system to exercise authority over all children residing within its geographic area and over each child placed by the school system in an educational program within the geographic area of another school system or in an approved educational program out of the State. For a State Board Special School, the geographic area is the boundary of the residential educational facility. (Act 754 Regulations)

**Kindergarten Progress Reports:** An assessment of grade-specific skills based on kindergarten content level standards as listed in the state language arts and mathematics curriculum guides.

**LDOE** - Louisiana Department of Education.

**Louisiana Educational Assessment Program (LEAP)** – The state’s testing program that includes the grades 3,5,6,7 and 9 Louisiana Norm-referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English Language Arts, Mathematics, Social Studies and Science

**Louisiana Education Assessment Program Alternate Assessment 1 (LAA 1)** - is a standardized performance-based assessment that measures the Extended Standards, which are extensions of the Louisiana content standards in three areas: English language arts, mathematics, and science. (LAA 1), measures the performance of students with significant cognitive disabilities in grades 3 through 11 who do not participate in general statewide assessments.

**Louisiana Education Assessment Program Alternate Assessment 2 (LAA 2)** - is designed for students whose IEP reflects a functioning grade level in English language arts (including reading) and/or mathematics at least three (3) grade levels below the actual grade level in which they are enrolled. The student’s instructional program must be predominantly academic in nature.

**Louisiana State Standards** – The Louisiana State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Least Restrictive Environment** - that program and services which possess the resources that best meet the identified psychosocial, educational and communication needs of the deaf student.

**Louisiana Competency-Based Education Program** - means the coordination of all existing statutory provisions and state Board of Elementary and Secondary Education policies and guidelines to be implemented by Department of Education which affect pupil performance with the development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools of this state, the complete implementation of the Louisiana Literacy Assessment Program, the involvement of all federal instructional programs, vocational programs, special education programs, and teacher education programs in this state,

and the pupil progression plans for the public elementary and secondary school systems of this state. (Act 750)

**Louisiana Literacy Assessment Program** - means a process of measuring pupil performance in the application of academic skills of life coping situations to assure that each Louisiana graduate is literate. (Act 750)

**Mainstreaming** - the integration of selected Louisiana School for the Deaf students into specific local educational programs with hearing students. (PPM Section 3.6.32)

**Mobility** - the ability to navigate freely, confidently, and effectively from a fixed position to a desired position in another part of one's environment. (Bulletin 1617)

**Multi-disabled** - is concomitant impairments (such as mentally retarded-blind; mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (Act 754) (Bulletin 1508)

**Orientation** - is the process of utilizing the remaining senses in determining one's position in relationship to his/her surroundings. (Bulletin 1617)

**Placement** - is enrollment of a child in another school system or an approved nonpublic school, wherein the child so placed remains within the jurisdiction of the placing school system. The responsibility for the provision of a free appropriate public education (FAPE) remains with the placing school system and, in the case of placement in an approved nonpublic facility, also with the State Board. (Act 754)

**Policy and Procedure Manual (PPM)** - a manual for use as a guide toward the coordination of operations of all components of the Louisiana School for the Deaf and for the promulgation and understanding of current policies and procedures to be used in day-to-day operations of the school as they relate to administration, coordination, communication, and management of resources to effectively implement program goals and objectives. (PPM I.3)

**Prekindergarten Progress Reports:** An assessment of grade-specific skills based on the 2008 Comprehensive Curriculum –prekindergarten or kindergarten content level standards as listed in the state language arts and mathematics curriculum guides.

**Promotion** - A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines. (Bulletin 1566)

**Pupil Progression Plan** - means the comprehensive plan developed and adapted by each parish or city school board which shall be based on student performance on the Louisiana Literacy Assessment Program with goals and objectives which are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education; particular emphasis shall be placed upon the student's mastery of the basic skills of reading, writing, and mathematics before he or she would be recommended for promotion or placement provided that other factors shall be considered. (Act 750)

**Referral** - is the enrollment of a child in another school system or an approved nonpublic school wherein there is a transfer of jurisdiction from one system to another for the provision of a free appropriate public education (FAPE) initiated by a school system, and indicated by using the word referral. Such a referral culminates in the establishment of responsibility for FAPE for the child by the receiving school system. All transfers of jurisdiction are considered significant changes in placement. (Act 754)

**Regular Placement** – The assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation and acceleration.

**Related Services** - means transportation and such developmental, corrective, and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech hearing/language services and audiological services, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, interpreter services, orientation and mobility training, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. (Act 754)

**Release** - The transfer of jurisdiction over a student back to the student's LEA of residence.

1. Disabled children admitted to State Board Special Schools shall be released from enrollment according to procedures established by the State Board Special School and approved by the State Board consistent with Act 754 regulations.
2. Disabled children currently enrolled in State Board Special Schools shall not be referred to city/parish school systems without a review of the current IEP/Placement being conducted by the State Board Special School. (Act 754).

**Remedial Programs** – Programs designed to assist students including identified exceptional and Non/limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.

**Remediation** – see Remedial Programs

**Retention** – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these guidelines. (Bulletin 1566)

**Review of Placement** - to examine the educational placement decision and objectively determine whether said placement was in the best interest of the child and/or continues to meet the needs of the child. (Act 754)

**School Building Level Committee (SBLC)** – a committee of faculty members and other school personnel who review referrals for school-based and special education services for school-aged children.

**Special School District #1 (SSD #1)** - The intermediate educational unit administered by the Louisiana State Department of Education that provides a free and appropriate public education for eligible exceptional children, ages 3-21, who have been admitted to state- operated programs for treatment, habilitation, and care, or who have been placed by court order. (Act 754)

**Statewide Curriculum Standards for Required Subjects** - The required subjects to be taught, minimum skills and competencies, suggested activities, suggested materials of instruction, and minimum required time allotments for instruction in all subjects. (Act 750)

**Summer Remediation** – The summer school program offered by the Louisiana Schools for the Deaf and Visually Impaired for the specific purpose of preparing students to pass the LEAP and EOC tests in English Language Arts and/or Mathematics and Science and/or Social

**Test of Adult Basic Education (TABE)** - A comprehensive assessment given to students participating in Connections Program and also to students who participates in the Skills Certificate Program. This test assesses the students' knowledge in Reading, Math, Language, Language Mechanics, Vocabulary and Spelling.

**Transfer** - refers to changes in jurisdiction over educational services (Act 754)

**Transitional Assessment** - Transitional LEAP, LEAP, and EOC assessments for grades 3–8 and high school in English language arts (ELA) and mathematics that will be more closely aligned to the Louisiana State Standards

**Transitional 4<sup>th</sup> grade** – Fourth grade students who fail to meet standards required for promotion to fifth grade, SBLC decision will be promoted to access a class setting for fourth grade students who have demonstrated the ability to benefit from a combination of intensive fourth grade remedial work and fifth grade regular coursework. Students in the transitional program may be able to progress to the sixth grade the following year.

**Transitional 9<sup>th</sup> Grade** – Eighth grade students who fail to meet standards required for promotion to ninth grade and who, by authorization of BESE, are promoted to ninth grade in a transitional ninth grade. Students placed in this transitional 9 class, on a high school campus, shall not be included in the high school cohort for one year.

**Usher Syndrome** - Usher's Syndrome is a genetic condition involving hearing loss and gradual progressive visual degeneration due to retinitis pigmentosa, the name applied to a group of hereditary diseases. While the loss of hearing is apparent near birth or in very early childhood, the vision impairments frequently remain undetected until late adolescence or the early twenties. (A brochure, Usher's Syndrome: Retinitis Pigmentosa and Deafness, p.3., printed by the Division of Public Services, Gallaudet College)

**Visually Disabled** - A visual impairment which, even with correction, adversely affects a child's educational performance. The term visual disability includes both blind and partially seeing children. (Bulletin 1508).

**Visual Impairment** –

- a. Total blindness is the inability to tell light from dark, or the total inability to see.
- b. Low Vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks.
- c. Legal blindness (which is actually a severe visual impairment) refers to a best-corrected central vision of 20/200 or worse in the better eye or a visual acuity of better than 20/200 but with a visual field no greater than 20° (e.g., side vision that is so reduced that it appears as if the person is looking through a tunnel).

**Vocational Education** - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Act 754)

## APPENDIX B

### School Building Level Committee Forms

Louisiana Schools for the Deaf and Visually Impaired  
School Building Level Committee  
Process Document Checklist

At the conclusion of the SBLC process to determine a student's promotion or retention, and upon determination of student placement, the following original documents (including this form) must be maintained in the student's cumulative folder and a copy of these records (including this form) must be kept in the student's IEP folder:

*Please place a check in front of documents attached to this form:*

- Pupil Progression Checklist
- Copy of meeting minutes
- Notification of parental contact of SBLC determination ~ must be signed and dated by Principal/Assistant Principal

**Louisiana Schools for the Deaf and Visually Impaired  
School Building Level Committee  
Pupil Progression Checklist**

School: \_\_\_\_\_ Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_  
                                    **Last Name                      First Name                      Middle Initial**

DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

**REVIEW OF CUMULATIVE RECORD:** (Attach grades and attendance from JPAMS)

List all grades FAILED: \_\_\_\_\_

**REVIEW OF TEST DATA:** (Check and attach copies of all available student data.)

- State Testing – attach copy of Student Test History (grades 3-11)
- MAP
- DIBELS/ Ed Check-up
- STAR
- Progress on State Standards or EAGLE assessments
- AEPS
- 80% OF IEP Goals/Objectives
- Other: \_\_\_\_\_

**DECISION OF SBLC COMMITTEE:** (Complete one after SBLC Meeting)

Promoted to Grade: \_\_\_\_\_

Retained in Current Grade: \_\_\_\_\_

**COMMENTS:** (Optional)

**Louisiana Schools for the Deaf and Visually Impaired  
School Building Level Committee  
Meeting Minutes Documentation**

<b>STUDENT INFORMATION:</b>		
<b>NAME:</b> _____	<b>MEETING DATE:</b> _____	
<b>AGE:</b> ____	<b>PRESENT GRADE:</b> ____	<b>NUMBER OF PREVIOUS RETENTIONS:</b> ____

<b>REASON FOR MEETING:</b>
_____
_____
_____
_____
_____

<b>COMMITTEE DECISION:</b>
_____
_____
_____
_____

<b>NAME:</b>	<b>COMMITTEE SIGNATURES:</b>	<b>TITLE:</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Louisiana Schools for the Deaf and Visually Impaired  
School Building Level Committee  
Pupil Progression Parent Notification**

Student: \_\_\_\_\_

School: \_\_\_\_\_ School Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent/Guardian,

The School Building Level Committee at your child's school met on \_\_\_\_\_ to discuss his/her academic progress. During the meeting, the committee reviewed information about your child's academic records and an educational decision was made in regards to your child's grade placement for the \_\_\_\_\_ school year.

As a result of this meeting, the decision was made to:

Promote your child to Grade \_\_\_\_\_

Retain your child in Grade \_\_\_\_\_

If you have any questions, please call the school Chief Academic Officer at the school telephone number listed above.

Sincerely,

\_\_\_\_\_  
Principal/Assistant Principal

\_\_\_\_\_  
Date

## **APPENDIX C**

### **Progress Monitoring Forms**





Established 1852  
Accredited by CEASD

# LOUISIANA SCHOOL FOR THE DEAF

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www.lalsd.org

## Accessing the General Education Curriculum Interventions Form (PM2)

Student \_\_\_\_\_ Special Education Teacher \_\_\_\_\_ Date \_\_\_\_\_

	Current Grade Average	Student is having academic difficulty with: <b>(Be specific)</b>	Student is exhibiting the following behavior: <b>(Be specific)</b>	<b>REQUIRED</b> Current IEP Interventions/Strategies Implemented:
<b>Subject:</b>				
Behavior concerns: Number of office referrals: _____  Number of ALC referrals: _____  Number of suspensions: _____		<b>Follow up:</b> _____ _____ <b>Additional strategies tried:</b> _____ _____		<b>Circle all applicable materials reviewed:</b>  Evaluation, IEP, IHP, assistive technology plan, accommodations, modifications, IEP goal, IEP objectives, report card, progress report, Behavior Card, BIP, grade book, progress monitoring, study guides, test results, other

Comments:

Date Meeting Scheduled: \_\_\_\_/\_\_\_\_/\_\_\_\_ cc: Learning/Reading Interventionist, Behavior Management Team

Asst. Principal or Principal for monitoring/Date Received: \_\_\_\_\_

Learning/Reading Interventionist /Date Received: \_\_\_\_\_

Behavior Management Team/Date Received: \_\_\_\_\_



# LOUISIANA SCHOOL FOR THE DEAF

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Established 1852  
Accredited by CEASD

## IEP Collaboration Form (PM3)

Student \_\_\_\_\_ Date \_\_\_\_\_

Persons at the meeting / Indicate position of each person:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_, Case Manager

Purpose of this meeting is to discuss the student's academic and/or behavior problems. Using the assistive technology assessment areas, brainstorm possible solutions that are available or needed in order to determine the best actions to implement to help the student so that he/she can benefit and make progress in the general education curriculum. Check and explain the items below.

\_\_\_ Student is failing/having difficulty in \_\_\_\_\_

➤ Suspected reasons for failure/difficulty: \_\_\_\_\_

\_\_\_ Student has been referred to the office \_\_\_\_\_ times for \_\_\_\_\_

\_\_\_ Student has been referred to ALC for: \_\_\_\_\_

\_\_\_ Student has been suspended for: \_\_\_\_\_

➤ Total of number of days student has been excluded from school this year: \_\_\_\_\_

\_\_\_ Upcoming IEP meeting

This committee determined that the following actions must be implemented to assist this student with the above problems: (Explain Action Taken)

\_\_\_ Modify IEP accommodations and or IEP modifications \_\_\_\_\_

\_\_\_ Implement PBS and/or instructional strategy/intervention \_\_\_\_\_

\_\_\_ Change teacher / class schedule: \_\_\_\_\_

\_\_\_ Add school counseling services: provided by: \_\_\_\_\_

\_\_\_ Schedule IEP Reconvene \_\_\_\_\_

\_\_\_ Schedule Assistive Technology Assessment \_\_\_\_\_

\_\_\_ Schedule Re-evaluation \_\_\_\_\_

\_\_\_ Other: \_\_\_\_\_

Learning/Reading Interventionist/Behavior Management Team visited class on: \_\_\_/\_\_\_/\_\_\_

Interventions Implemented  See PM4

Approved by: Principal's Signature/Date

Team Signatures/Date

cc: IEP Facilitator, Behavior Interventionist

-----File this completed form in student's IEP folder-----



## LSVI Evidence of Collaboration (PM2)

Date: \_\_\_\_\_ Student: \_\_\_\_\_ School: LSVI

Persons at the meeting / Indicate position of each person:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Purpose of this meeting is to discuss the student's academic and/or behavior problems. Brainstorm solutions that are available or needed and determine the best actions to take to help the student so that he/she can be more successful in school.

### (Check and Explain)

\_\_\_ Student is failing/having difficulty in \_\_\_\_\_

➤ Suspected reasons for failure/difficulty: \_\_\_\_\_

\_\_\_ Student has been referred to the office \_\_\_\_\_ time(s) for \_\_\_\_\_

\_\_\_ Student has been out of school for: \_\_\_\_\_

➤ Total of number of days student has been out of school due to suspension/expulsion this year: \_\_\_\_\_

This committee determined that the following actions must be implemented to assist this student with the above problems: **(Explain Action Taken)**

\_\_\_ Modify IEP accommodations \_\_\_\_\_

\_\_\_ Modify IEP modifications \_\_\_\_\_

\_\_\_ Implement instructional strategy/intervention \_\_\_\_\_

\_\_\_ Implement PBS behavior strategy/intervention \_\_\_\_\_

\_\_\_ Assign a mentor to the student who will meet with him/her every morning and/or afternoon.

➤ The mentor will work with this student on: \_\_\_\_\_

\_\_\_ Change teacher / class schedule: \_\_\_\_\_

\_\_\_ Add school counseling services: provided by: \_\_\_\_\_

\_\_\_ Schedule IEP Reconvene \_\_\_\_\_

\_\_\_ Other: \_\_\_\_\_

Instructional Specialist/Behavior Interventionist visited class on: \_\_\_/\_\_\_/\_\_\_  Interventions Implemented

Approved by: Signature/Date

Instructional Specialist/Behavior Interventionist  
Signature / Date

cc: IEP Facilitator, Behavior Interventionist

-----File this completed form in student's IEP folder-----

## APPENDIX D

### Foreign Language Waiver Letter

Mailed 8.14.15 LS



#### LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED

2888 BRIGHTSIDE LANE  
BATON ROUGE, LOUISIANA 70820  
(225) 757-3482  
FAX (225) 757-3486

August 17, 2015

Mr. Ken Bradford  
Assistant Superintendent  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, Louisiana 70804

Dear Mr. Bradford:

I am requesting a full implementation of the elementary-level foreign language mandate. Waiver of this policy will enable students at Louisiana School for the Visually Impaired to focus on the study of Braille in a more intense manner.

Your consideration is greatly appreciated. Thank you for your prompt attention.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ralph Thibodeaux".

Ralph Thibodeaux  
Superintendent, Louisiana Special Schools

RT:ls

c Bobby Simpson  
Leslie Bello