

PUPIL PROGRESSION PLAN

FORMAT AND CONTENT

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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Guidelines in *Bulletin 1566* (Revised June 2005). The format for writing your Pupil Progression Plan has been revised (April 2006), and the following information will explain the new format and how to use it.

PAGE

SECTION FORMAL SUBMISSION STATEMENT.....1

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

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

SECTIONII – PLACEMENT POLICIES: STATE REQUIREMENTS.....3

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

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

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

SECTION IV – REMEDIATION.....16

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

APPENDIX A – DEFINITION OF
TERMS.....19
 A. State
 B. Local

Additional information that you wish to include would begin with Appendix B.

Pupil Progression Plan

for

The International School of Louisiana

for

2008-2009

Submitted to Louisiana Department of Education

(Date Submitted)

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Section I

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

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

Sean Wilson, Head of School/CEO
(Superintendent)

Karen Mayer-Dwyer, School Board President

Date

Date

LEA Contact Person (Primary) Sean Wilson, Head of School

Telephone Number (504) 654-1088

E-mail Address swilson@isl-edu.org

LEA Contact Person (Secondary) Melanie Tennyson, Principal

Telephone Number (504) 654-1088

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(Primary Signature)

(Date)

The following list represents a Committee of educators appointed by the Head of School (Superintendent) Sean Wilson:

Melanie Tennyson, Principal

Laura Adelman-Cannon, Assistant Principal Middle School

Rosa Alvarado, Assistant Principal Lower School

Ann Winchell, Education Services Coordinator

The following list represents a committee of parents invited and appointed by the School Board:

Dominique Wilson

Dana Sanders

Yasmine Leveia

Genia Carter

Jane Murdock

Kari Kramer

Coye Brown

Documentation of input to PPP by parents and educators:

The Committee of Educators meets weekly to discuss pupil progression and promotion issues. The Committee has 3 official meetings per school year specific to the Pupil Progression Plan. Meetings are held in August, January and June.

See meeting minutes:

June 2008
August 2008
January 2009

Committee of parents to be approved at the March 2009 Board Meeting.

Copies of Public Notices:

SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

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

High Stakes Testing Policy

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

A. Kindergarten and First Grade Entrance Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- a. Have attended a full-day public or private kindergarten for a full academic year;
or
- b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

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

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.

- a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance, shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

B. Kindergarten Screening

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

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

C. Attendance Policy

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

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

D. Requirements of the Louisiana Educational Assessment Program

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

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

2. Each plan shall include the statement that, in addition to completing a minimum of 23 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
3. No 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.
6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC).
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for an LEP student. An LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

E. Elementary Program of Studies Requirements

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

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

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

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.

G. High School Graduation Requirements

1. The 23 units required for graduation shall include 15 required units and 8 elective units as listed in §2319 of *Bulletin 741*; the elective units can be earned at technical colleges as provided in §2389 of *Bulletin 741*.
2. In addition to completing a minimum of 23 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
 - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10th grade.
 - b. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts their ability to pass the final required GEE component.

H. Scheduling

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

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

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

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

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

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

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

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

J. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required.
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign

schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations.

- a. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
- b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.

3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

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

Transfer policies for students with disabilities

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

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

K. Limited English Proficient (LEP) Students

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

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

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

L. Alternative Schools/Programs/Settings

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

M. Review of Placement

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

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:

- Course grades;
- Scores on the Louisiana Educational Assessment Program;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and alternative programs;
- Special education documents as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures.

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

O. Policies on Due Process

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

P. Legislative Guidelines

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

SECTION III

LOCAL OPTIONS

A. Kindergarten Entrance and Screening

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

All entering kindergarten students will be administered The Gesell Developmental Observation.

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

It is not applicable.

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

All entering 1st grade students without Kindergarten experience will be administered the end of the year kindergarten DIBELS assessment, Gesell Developmental Observation and ISL end-of-year Kindergarten assessment.

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

See above.

5. Name the academic readiness screening instrument used for those students who are entering 2-8th grade.

ISL is a language immersion school. Beyond the first grade level, students seeking admittance need to pass an entrance evaluation in the language for which they are applying. Students are expected to be proficient in French or Spanish appropriate to their grade level; their reading, writing and oral skills will be tested. Students must also demonstrate grade level proficiency in major courses. Proficiency will be assessed using school approved grade level assessments. Students will be assigned to a grade level based on the results of their exams. The grade level assigned at ISL may not correspond to that of their country of origin or former school.

B. Placement: Grades K-12

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

International School of Louisiana Curriculum Requirements (K-8)

Lower School Level (Grades K-4)

- a. Curriculum at the Lower School should provide an effective foundation in the basic fundamentals of the language arts (language arts includes, both English and a student's target language: French or Spanish), mathematics, social studies, science, physical education, and the cultural arts.
- b. Students will address the state approved skills and time required in these subjects as prescribed by the state.
- c. Students in K - 4 will be provided with both large and small group instruction which will allow each individual student to progress toward mastery of specific benchmark objectives that are grade appropriate.
- d. After each marking period, students in grades 1 - 4 who are not achieving satisfactory progress in reading (as evidenced by the ISL Report Card and/or DIBELS and/or MAPS test) shall be referred to the Assistant Principal or the Education Services Coordinator for an academic review and possible placement into a remedial method of instruction in addition to regular classroom instruction.
- e. After each marking period, students in grades 1 - 4 who are not achieving satisfactory progress in mathematics (as evidenced by the ISL Report Card and or MAPS test) shall be referred to the Assistant Principal or the ESC for an academic review and possible placement into a remedial method of instruction in addition to regular classroom instruction.

2. Middle School Level (Grades 5-8)

- a. Curriculum in the Middle School grades should provide an effective foundation in the basic fundamentals of the language arts (language arts includes, both English and a students target language: French or Spanish), mathematics, social studies, science, physical education, and the cultural arts.
- b. Students will address the state approved skills and time required in these subjects as prescribed by the state.
- c. Students in K - 4 will be provided with both large and small group instruction which will allow each individual student to progress toward mastery of specific benchmark objectives that are grade appropriate.
- d. After each marking period, students in grades 5 - 8 who are not achieving satisfactory progress in reading (as evidenced by the ISL Report Card and/or MAPS test) shall be referred to the Assistant Principal or the Education Services Coordinator for an academic review and possible placement into a remedial method of instruction in addition to regular classroom instruction.
- e. After each marking period, students in grades 5 - 8 who are not achieving satisfactory progress in mathematics (as evidenced by the ISL Report Card and or MAPS test) shall be referred to the Assistant Principal or the ESC for an academic

review and possible placement into a remedial method of instruction in addition to regular classroom instruction

Grading and Curriculum (Grades K– 8)

Kindergarten

- Student progress in benchmark objectives will be reported using the following codes:
 - + = Exceeding Expectation
 - √ = Meeting Expectation
 - - = Beginning to meet Expectation
- At the end of the school year, the DIBELS screening will be administered to students for placement consideration.
- Criteria for promotion or placement is based on student academic performance and social/emotional readiness and shall be in accordance with local retention policies (Section III, H. Retention Policy).
- Although parental permission is required before a Kindergarten student may be retained, the student **MUST** meet attendance requirements in order to be promoted.

First Grade

- Major Subjects: Target Language Arts, Mathematics, Social Studies, Science
- Minor Subjects: Art, P. E., Music
- Student progress in benchmark objectives will be reported using the following codes:
 - + = Exceeding Expectation
 - √ = Meeting Expectation
 - - = Beginning to meet Expectation
- At the end of the school year, the DIBELS screening will be administered to students for placement consideration.
- Promotion may occur provided that a student passes Target Language Arts and Mathematics, is socially and emotional ready to move to the next grade and shall be in accordance with local retention policies (Section III, H. Retention Policy).

Second Grade

- Major Subjects: Language Arts, Mathematics, Social Studies, Science
- Minor Subjects: Art, P. E., Music
- Student progress in benchmark objectives will be reported using the following codes:
 - + = Exceeding Expectation
 - √ = Meeting Expectation
 - - = Beginning to meet Expectation
- At the end of the school year, the DIBELS screening will be administered to students for placement consideration.
- Promotion may occur provided that a student passes Language Arts (both in English and in Target Language) and Mathematics, is socially and emotional ready to move to the next grade and shall be in accordance with local retention policies (Section III, H. Retention Policy).

Third Grade

- Major Subjects: Language Arts, Mathematics, Social Studies, Science
- Minor Subjects: Art, P. E., Music
- Student progress in benchmark objectives will be reported using the following codes:
 - + = Exceeding Expectation
 - √ = Meeting Expectation
 - - = Beginning to meet Expectation
- At the end of the school year, the DIBELS screening will be administered to students for placement consideration.
- Promotion may occur provided that a student passes Language Arts (both in English and in Target Language) and Mathematics, is socially and emotional ready to move to the next grade and shall be in accordance with local retention policies (Section III, H. Retention Policy).

Fourth Grade

- Major Subjects: Language Arts, Mathematics, Social Studies, Science
- Minor Subjects: Art, P. E., Music.
- Student progress in benchmark objectives will be reported using the following codes:
 - + = Exceeding Expectation
 - √ = Meeting Expectation
 - - = Beginning to meet Expectation
- At the end of the school year, the DIBELS screening will be administered to students for placement consideration.
- Promotion may occur provided that a student passes Language Arts (both in English and in Target Language) and Mathematics, is socially and emotional ready to move to the next grade and shall be in accordance with local retention policies (Section III, H. Retention Policy).
- Promotional consideration is determined based on the provisions defined in the State Department's *LEAP for the 21st Century* High Stakes Testing Policy as described below:
 - Passed academically and achieved the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the spring LEAP test.
The student is promoted to the fifth grade.
 - Passed academically but failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the Spring LEAP test, offered summer remediation and met the required achievement level(s) for the required component(s) of the summer retest.
The student is retained in the fourth grade.
 - Passed academically but fails to meet the Basic/Approaching Basic combination for the English Language Arts and Mathematics Components of the spring LEAP test, attended

summer remediation and failed to meet the required achievement level(s) of the required component(s) of the summer retest.

The student is retained in the fourth grade.

- Failed academically but met the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the Spring LEAP test.

The student is promoted to the fifth grade.

- Failed academically and failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the Spring LEAP test, offered summer remediation and met the required achievement level(s) of the required component(s) of the summer retest.

The student is retained in the fourth grade.

- Failed academically and failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the Spring LEAP test, offered summer remediation and failed to meet the required achievement level(s) of the required component(s) of the summer retest.

The student is retained in the fourth grade.

Middle School Grading and Curriculum (Grades 5 – 8)

5th -7th Grades

- Major Subjects: Language Arts, Mathematics, Science, and Social Studies
- Minor Subjects: P.E. , Adolescent Growth and Development, Music, Art, Circus Arts
- Student progress in mastering the benchmark objectives will be reported using the following system:
 - 3= Student has developed a proficiency in concept
 - 2 = Student is able to practice and apply concept
 - 1= Student is beginning to develop concept
 - N = Student needs improvement
- The MAPS test will be administered quarterly in grades 5-8, and will be used in for placement consideration.
- Promotion may occur provided that a student passes Language Arts (both in English and in Target Language), Mathematics, Science, and is socially and emotional ready to move to the next grade and shall be in accordance with local retention policies (Section III, H. Retention Policy).

Eighth Grade

- Promotional consideration is determined based on the provisions defined in the State Department's *LEAP for the 21st Century High Stakes Testing Policy* as described below:
 - Passed academically and met the Basic/Approaching Basic combination on the English/Language Arts and Mathematics Components of the spring LEAP.
The student is promoted to 9th grade.
 - Passed academically but failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the spring LEAP, offered summer remediation and met the required achievement level(s) of the required component(s) of the summer retest.
The student is promoted to the 9th grade.
 - Passed academically but failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the spring LEAP, attended summer remediation and failed to meet the required achievement level(s) of the required component(s) of the summer retest.
The student repeats the 8th grade, or
If eligible, the student may apply for a waiver through the SBLC. (see High Stakes Testing Policy)
 - Failed academically but met the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the spring LEAP.
The student is promoted to the 9th grade.
 - Failed academically and failed to meet the Basic/Approaching Basic combination on the English Language Arts and Mathematics Components of the spring LEAP, attended summer remediation and met the required achievement level(s) of the required component(s) of the summer retest.
The student is promoted to the 9th grade.
 - Failed academically and failed to meet the Basic/Approaching Basic combination on the English Language Arts or the Mathematics Components of the spring LEAP test, attended summer remediation and failed to meet the required achievement level(s) of the required component(s) of the summer retest.
The student repeats the 8th grade, or
If eligible, the student may apply for a waiver through the SBLC. (see High Stakes Testing Policy)

Students identified as having characteristics of dyslexia:

- a. Definition - Dyslexia shall be defined as a language processing disorder, which may be manifested by difficulty processing expressive or receptive oral or written language despite adequate intelligence, educational exposure, and cultural opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling. (as defined by R. S. [17:7 (11)])
 1. Related disorders shall include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental of dysgraphia, and developmental spelling disability.

b. Identification

1. A request may be made to the ESC for review of a student's educational progress if school personnel or a parent or guardian has reason to believe that the student is not making expected progress due to sensory, health, cognitive, language, academic, behavioral and or motor delays.
2. Screening for a student that is suspected as being dyslexic shall include gathering data and establishing a profile of the total student from the standpoint of school and home. Data gathering shall include, but not be limited to, the following: health information; academic, cognitive, and behavioral information; speech and language information (including assessment of phonological awareness); and any additional information from the parents/guardians and other sources; and documentation of the use of pre-referral specialized instructional interventions and strategies used with the student.

c. Assessment

1. Assessment shall be conducted following ESC recommendation and parental notification; or
2. Upon the receipt of a written request by a parent/guardian following data gathering.
3. No student shall be assessed if his parent/guardian objects to such an assessment.
4. The assessment shall include the following:
 - A review of data gathered regarding health information, vision and hearing screening results;
 - A review/assessment of cognitive ability;
 - An assessment of language skills, including:
 - phonological awareness
 - receptive and expressive language (listening skills, oral expression, written expression)
 - handwriting
 - reading;
 - An assessment of mathematics skills, including:
 - Computation
 - word problems;
 - A review/assessment of general behavioral characteristics, including:
 - attention span
 - self-esteem
 - social skills;
 - A family interview.
5. A written report of findings, signed by the School Building Level Committee, shall be given to the parents and a copy shall be maintained in the student's cumulative folder.
6. Documentation on the assessment plan shall be kept in the student's permanent records.

d. Eligibility Criteria – A student shall be determined to have characteristics of dyslexia if the following criteria are met:

1. The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age, or on standardized measures of cognitive ability.

2. The student demonstrates difficulties in areas which are often unexpected in relation to age, previous instruction, and other cognitive and academic abilities. The student must demonstrate 5 out of 6 of the following characteristics:
 - lack of or limited phonological awareness;
 - common error patterns in reading and learning behaviors, such as:
 - reading decoding inaccuracies in single words and nonsense words
 - slow reading rate
 - omissions of, or substitutions of small words (e.g., a/the, of/for/from, three/there)
 - reduced awareness of patterns in words
 - difficulties generalizing word and language patterns;
 - language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
 - errors in spontaneous spelling;
 - spontaneous written language is very simple or poor in comparison to spoken language; and
 - spontaneous written language shows poor organization and mechanics (capitalization, punctuation, spelling).
3. If a student exhibits characteristics associated with dyslexia and/or related disorders, the student shall be eligible for remediation.

e. Grading and Retention

1. No student identified as having characteristics of dyslexia shall be retained based solely on the lack of reading or spelling skills.

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

Not applicable.

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

General Grading and Reporting Policies and Procedures (K-8)

Reporting Procedures

- a. The International School of Louisiana (ISL) issues a report card every quarter. Approximately 5 school days after the end of a marking period, report cards shall be issued to parents/guardians. All reports will include a record of attendance and a record of grade-placement for the succeeding school year.
- b. There are four marking periods for Grades K – 8. Each is approximately 42 days in length.

Grading Policies

- a. In grades K-4 all subjects will be assigned +, √, -. In grades 5-8, all subjects shall be assigned the letter grades A, B, C, D, or F.
- b. A grade of "I" may be substituted for a student's grade in any grading period during the school year while that student is attempting to make up class work due to extenuating circumstances. The student must complete all required class assignments no later than ten working days after the end of the student's school

session, as determined on an individual basis. On the next working day after the end of the student's school session, the student will be assigned a grade of "F" on any missing assignments and grades will be computed according to parish grading policy.

Grade Averaging Rules

- a. If the quality points average more than one point and the percentage is .5 or more, the letter grade earned shall be the higher of the two grades.
- b. For individual marking periods, any quality point average less than 1.0 shall be a grade of "F".
- c. For final grades if the quality-point value is .75, the final grade shall be "D" provided that the last marking period grade is not an "F".

2. Grading Scales

- a. Grades 4 -8, Regular Courses

The following grade scale is adopted as a standard of numerical equivalents to letter grades and quality-point values:

Mark	Quality Points	Standard	Achievement Code
A	4	100-90%	Advanced
B	3	89-80%	Mastery
C	2	79-66%	Basic
D	1	65-57%	Approaching Basic
F	0	56% or below	Unsatisfactory
+	--	--	Exceeding Expectation
√	--	--	Meeting Expectation
-	--	--	Beginning to meet Expectation
I	--	--	Incomplete work
*	--	--	Final grade denied due to excessive absences

Methods for Obtaining Grades (Grades 4-8)

- a. Lower School (Grade 4)

- 1) Individual Marking Periods

At least six independent assessments of a skill (including, but not limited to, teacher made tests, student projects, story retellings, performance assessments, unit assessments, section tests, portfolio assessments) in each subject during each marking period shall account for 100% of the grade for that period.

b. Middle School (Grades 5-8)

2) Individual Marking Periods

A student's mastery of individual benchmarks and objectives will be measured in multiple ways including, but not limited to, teacher made assessments (test, quizzes, etc.), student projects, performance assessments, portfolio assessments. Each benchmark will be evaluated independently and progress in mastering the benchmark objectives will be reported using the following system: 3 (Student has developed a proficiency in concept), 2 (Student is able to practice and apply concept), 1 (Student is beginning to develop concept), N (Student needs improvement). The numbers will then be added (N=0) and divided by the total possible points that could have been achieved (determined by the number of benchmark objectives listed on an individual report card).

3) Final Grade

The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average.

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

Students at the International School of Louisiana are immersed in one of two target languages (French or Spanish). A student's entire academic experience is conducted in that language. In addition to a student's target language, students in grades 2-4 also receive English language arts. Students in grades 5-8 receive English language arts, as well as social studies taught in English. When students enter Middle school (grade 5) they begin to receive instruction in Chinese for 45 minutes every other day.

a. Explain the local definition of the term "grade level" or "on grade level."

Grade level in an immersion environment may be different in content areas taught in the target language from those taught in English. Grade level is considered to be mastery of seventy-five (75%) of the subject matter as presented in the Louisiana State Grade Level Expectations.

b. List the model program sites.

Not applicable, Immersion program

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

Chinese, French and Spanish

Requirements of the LEAP: High Stakes Testing: Regular Placement

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

The International School of Louisiana adheres to the criteria established in the Louisiana High Stakes Testing Policy for an override and will grant this override to all students eligible.

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

A student may be retained only one time in the fourth grade as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP. Such students will be promoted to fifth grade only.

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

A student who has repeated the fourth grade and who is 12 years old or older on or before September 30 and who fails to pass the LEAP test may be promoted ONLY to the fifth grade.

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

The International School of Louisiana adheres to the appeal criteria established in the Louisiana High Stakes Testing Policy.

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

NO

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

The International School of Louisiana adheres to the criteria established in the Louisiana High Stakes Testing Policy for an appeal and will grant this appeal to students eligible.

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

A student who has repeated the eighth grade and fails the LEAP again shall be referred to the ESC to determine grade placement. If the student meets the criteria outlined in the High Stakes Testing Policy for promotion to ninth grade, he/she will be promoted to ninth grade and enroll in a remedial course at the high school in the area he/she scored unsatisfactory (ELA or Math).

An 8th grade student who is 16 years of age before or during the first year of participation and who has failed the LEAP test at least once may choose to enter the Pre-GED/Skills Option Program.

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

Role of the School Building Level Committee

a. The School Building Level Committee is a decision-making group that meets on an as needed basis, as determined by our Educational Services Coordinator (ESC) to solve problems or address concerns from teachers, parents, or other professionals on individual students who are experiencing difficulty in school because of academic and/or behavior problems.

b. This committee complies with policies and guidelines listed in [Bulletin 1566](#), [Bulletin 1508](#), and [Bulletin 1903](#).

c. The International School of Louisiana SBLC shall be comprised of at least 5 members, including:

1. the Educational Services Coordinator
2. the child's teacher
3. Principal (or appropriate administrator);
4. two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
 - reading specialist;
 - guidance counselor;
 - language/speech therapist;
 - curriculum specialist in language arts;
 - master degreed teachers in reading, language arts, special education, elementary education;
 - school psychologist;
 - assessment teacher;
 - occupational therapist
5. the parent or guardian and student, when necessary.

f. Procedure for Reviewing of Grades

1. In the event that a complaint is made regarding the validity of a grade issued to a student, the SBLC shall:
 - a) make an expeditious review of the complaint;
 - b) hold a recorded, "show cause" hearing to review the complaint with the teacher issuing the grade;
 - c) make a judicious determination of the validity of the grade.
2. Should the grade be determined non-valid, the SBLC has the authority to alter the grade.
3. The teacher, student, parent/guardian, or child advocate may appeal the decision of the SBLC to the Head of School, or his designee, within 10 working days.

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

Remediation in the form of summer school shall be provided to students who fail to achieve the required achievement level(s) on LEAP English Language Arts and/or Mathematics tests.

Summer remediation shall consist of a minimum of 50 hours of instruction per subject, ten of which shall be provided during bridge time. Students can miss no more than two days of summer remediation in order to be eligible for policy waivers, appeals, and overrides.

D. Progression of students participating in LEAP Alternate Assessments

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

Not Applicable

E. Limited English Proficient Students

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

Limited English Proficient Students (K-12)

- A. Definition - A Limited English Proficient Student(LEP) is a student as declared by his parent or guardian who:

first learned a language other than English; **or**

comes from a home where the language spoken is other than English; **or**

usually speaks a language other than English; **and**

student scores significantly below the average district score for students of the same age on a nationally-normed language arts achievement test.

- B. Identification

At the time a parent registers a student in any International School of Louisiana, parent(s) will complete the Home Language Survey. The purpose of this survey is to determine a primary or home language other than English. The survey will be translated in the major languages represented in the state. Every effort will be made to translate the survey into any language other than those common to the parish. The parish's registration form and/or Home Language Survey will contain the following questions:

- 1) *First language learned by student?*
- 2) *Language other than English used at home?*
- 3) *Language student uses most often?*

All students whose completed survey form indicates a home language other than English will be assessed. All completed survey forms will be placed in the student's cumulative folder.

Foreign exchange students are expected to be proficient in English; if they are not, they will still receive English language services.

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

Assessment

- a. All students whose completed survey form indicates a home language other than English will be assessed for their English language proficiency through the Language Assessment Scale (LAS). Parents will be notified of the results. The assessment and parental notification timeline for these students in the beginning of the school session will be thirty (30) days. During the school year, the timeline for administering the LAS and parental notification will be fifteen (15) days.
 - b. Any newly enrolled students completing the Home Language Survey with previous school records indicating that they meet the ESL criteria above may be exempt from formal assessment for placement in the ESL programs. However, newly enrolling students without such records must be assessed for their English language proficiency.
 - c. The Louisiana Department of Education has established that the English Language Development Assessment (ELDA) will be administered annually to assess K-8 Limited English Proficiency students' progress in acquisition of the English language. This assessment reports independently measured scores for progress in acquisition of listening, speaking, reading, and writing; and reports a measure of comprehension.
 - d. Assessment scores will be reported as follows:
 - NEP - Non-English Proficiency*
 - LEP - Limited English Proficiency*
 - FEP - Fluent English Proficiency*
3. Describe the procedures for age appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the limited English proficient student.

Instructional Programs

- a. All LEP students will be placed in the regular classroom setting with assistance from the ESL program in the English language arts area.
- b. All students who have been identified as Limited English Proficient must address English as a Second Language (ESL) development in language arts, reading, English, and other academic courses. This is construed to mean that the Educational Programs must be revised to address the educational needs of the LEP student. LEP students shall be provided special language services that address their need for becoming fluent and literate in English.

The regular classroom teacher has the primary responsibility of making the course work accessible to the student through modified methods.
- c. Since the assessment scores will tell us the student's proficiency level, every effort will be made to place the student at the correct level. Appropriate instructional materials for English as a Second Language (ESL) will be used to correlate with State Grade Level Standards. Particular emphasis will be placed on the use of state adopted textbooks and the English Second Language (ESL) Curriculum Guide ([Bulletin 1832](#)).
- e. Certified teachers will give instruction to LEP students. LEP Students will address the Grade Level Standards as they are prescribed in the State Grade Level Standards Guide.
- f. Parents of LEP students have a right to refuse services provided for in this instructional program. If they so choose, they will have to submit a written statement refusing

services. Parents will be contacted and permission will be required before a student is entered into or removed from this program.

- g. All support services and activities will be accessible to the LEP student.

Grading for LEP Students

- a. Placement, grading, promotion or retention of regular or special education LEP students must comply with established criteria in the Pupil Progression Plan.
- b. If an LEP student is passing with or without modifications, the letter grade (A-B-C-D-F) should be issued. (Grading at different levels)
- c. If the student is receiving instructional modifications in the regular classroom and is not passing but is trying to participate to the best of his/her language abilities, an N (needs improvement) should be issued.
- d. If the student is receiving instructional modifications in the regular classroom and still making no attempt at course work, an F should be issued.
- e. For students receiving LEP test modifications beyond normal classroom procedure to attain grades, teacher should indicate, "Limited English modifications were needed" in the comment section of the report card.
- f. For students completing work and tests with modifications as determined by the teacher, these modifications shall be reviewed and modified as the student progresses.

Retention for LEP Students

- a. Students in grades K-8 cannot be retained if their deficiencies are the result of limited English proficiency
- b. No LEP student shall be retained based solely on the lack of English proficiency.

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

The International School of Louisiana uses the Limited English Proficiency accommodation checklist as a monitoring instrument. This checklist is completed at the beginning of each academic year by the LEA's English Language Learner (ELL) teacher through collaboration with each student's teachers and principal to determine if any additional educational services are needed. Monitoring is then ongoing through the school year.

F. Acceleration

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

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

Differentiated instruction is used for advanced level students in grades K-8.

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

Traditionally, ISL has discouraged moving students from one grade to a higher grade to achieve acceleration. It is believed that lateral acceleration is achieved through differentiation within the classroom in grades K – 8. The general consensus is that vertical acceleration is not recommended

3. Describe any policies governing services for gifted students.

Due to the nature of the immersion education provided at ISL, gifted and talented students are “main streamed” in a regular education setting with a differentiated program of study as determined by the SBLC.

4. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*.

Not applicable.

G. Transfer Students

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

All students transferring to ISL must be grade level proficient in the target language they are applying to.

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

State-Approved Schools (Public/Non-Public, In/Out-of-State)

1. Students transferring from a state-approved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student’s cumulative record (K-8) is received by the ISL. This record/transcript must show the student’s record of attendance, achievement, and/or units of credit earned.

2. ISL is a language immersion school. Beyond the first grade level, students seeking admittance need to pass an entrance evaluation in the language for which they are applying. Students are expected to be proficient in French or Spanish appropriate to their grade level; their reading, writing and oral skills will be tested. Students must also demonstrate grade level proficiency in major courses. Proficiency will be assessed using school approved grade level assessments. Students will be assigned to a grade level based on the results of their exams. The grade level assigned at ISL may not correspond to that of their country of origin or former school

b. Unapproved schools (public/nonpublic)

Unapproved Schools (Public/Non-Public, In/Out-of-State) / Foreign Systems / Home Study Programs

Students transferring from an unapproved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student's cumulative record (K-8) is received by the ISL. This record/transcript must show the student's record of attendance, achievement, and/or units of credit earned. However, ISL is a language immersion school. Beyond the first grade level, students seeking admittance need to pass an entrance evaluation in the language for which they are applying. Students are expected to be proficient in French or Spanish appropriate to their grade level; their reading, writing and oral skills will be tested. Students must also demonstrate grade level proficiency in major courses. Proficiency will be assessed using school approved grade level assessments. Students will be assigned to a grade level based on the results of their exams. The grade level assigned at ISL may not correspond to that of their country of origin or former school

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

Beyond the first grade level, students seeking admittance need to pass an entrance evaluation in the language for which they are applying. Students are expected to be proficient in French or Spanish appropriate to their grade level; their reading, writing and oral skills will be tested. Students must also demonstrate grade level proficiency in major courses. Proficiency will be assessed using school approved grade level assessments. Students will be assigned to a grade level based on the results of their exams. The grade level assigned at ISL may not correspond to that of their country of origin or former school

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

Not applicable.

2. Describe the procedures for Interim IEPs.

The International School of Louisiana's Board of Trustees' Transfer Policies for students with disabilities shall follow the procedures outlined in the Louisiana Department of Education memo dated August 25, 2005. Interim IEP's shall be developed following procedures as outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act.

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

H. Retention Policy

1. State the number of times a student may be retained in each grade or level.
A student in grades 1-4 may be retained only one time based on academic performance.
A student in grades 5-8 may be retained only one time based on academic performance.
2. Describe any additional LEA policies that may determine student retention.

Retention of Students with Passing Grades

- a. Any parent requesting that their child be retained in a grade that the student successfully completed based upon the Pupil Progression Plan must make that request in writing. The request must outline compelling reasons why the child should be retained. The request must be forwarded to the principal for consideration.
- b. The request will be reviewed by the SBLC for a recommendation to the principal.
- c. Parents will be notified by mail of the decision of the staff member(s) and the principal.
- d. The decision of the principal shall be final.

I. Alternative Schools/Programs/Settings and Adult Education

1. List the written policies for all alternatives to regular placements.
2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).

Not Applicable

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

Not Applicable

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

Not Applicable

J. Review of Placement

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

All faculty members will receive in-service training in regards to Pupil Progression Plan implementation. As changes occur, the plan will be updated and faculty members advised regarding changes.

It shall be the responsibility of principal to ensure that promotion, retention, and placement policies are implemented in accordance to the PPP and that they are implemented in a uniform manner. Periodic monitoring of regular instruction shall consist of an examination of academic progress as well as other educational and socio-economic considerations. The principal is also responsible for informing parents of the provisions of and any changes to the PPP.

Head of School is charged with the task of monitoring the principal and teachers to assure uniform implementation.

Any exceptions made to these policies, whether made by the teacher, principal, or supervisor, shall include parental involvement.

A review of general placement policies may be initiated, at any time, upon request of parents/guardians, teachers, principals, the Head of School, or Board of Trustee members.

A review of policies as they affect an individual student may be initiated by the student's parent/guardian by submitting a written request to the student's principal. Upon receipt of this request, a conference will be initiated within 10 school days. The principal will invite the appropriate teacher(s) or supervisor, or both, to attend the conference. After reviewing the policies and their implementation as they affect the student, further questions and concerns will be resolved using the "Due Process" procedure. *(Refer to Section II: Part IX: Policies on Due Process*

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.
 - a. Permanent Records - Placement
 - 1) The International School of Louisiana shall maintain permanent records of each student's placement, K-8. Each record shall become a part of the student's cumulative file.
 - b. Composition of Student Records
 - 1) Local course grades
 - 2) Scores on local testing programs and screening instruments and LEAP
 - 3) Criteria and/or recommendations for student placement
 - 4) Evaluative data of pupil progression
 - 5) IEP.'s/I.T.P.'s and multi-disciplinary evaluations and other documents, as specified in the Individuals with Disabilities Education Act (IDEA)

- 6) A copy of the letter informing parents of placement
 - 7) Documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD., and other related disorders)
- c. When a decision is made to retain a student, a record will be maintained to reflect that the parent or guardian has been informed, in writing, of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.

L. Due Process

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

- a. Regular education students

Placement or removal of a student shall occur only by implementing the following steps of due process:

- 1) The parent or guardian of a child who has a change of placement shall be notified promptly in writing of such intention.
- 2) Such notice shall contain a statement informing the parent or guardian that he is entitled to review data upon which the determination is made and the procedure for such placement.
- 3) The notice shall contain the information that a hearing may be had, upon written request made no less than fifteen (15) days nor more than thirty (30) days from the date on which the notice was received. Notice fixing the date of such hearing shall be by registered mail.
- 4) No change in placement of a student shall be made without official notice to parent or guardian.
- 5) A committee of a requesting teacher, a teacher of same grade level, and the principal will review and recommend further placement of the student.
- 6) The parent or guardian shall have access to any reports, records, or other material for placement.
- 7) The determination of a hearing officer or board shall be subject to judicial review in a manner provided by law or by determination of the state or local educational agency, as the case may be.

- b. Student with disabilities

The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

c. Section 504 students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

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

Attendance Requirements (K-8)

a. Elementary/Middle School Students (K-8)

Each student must attend a minimum equivalent of 162 instructional days. The length of the school day shall be a minimum of 420 minutes per day, exclusive of recess and lunch.

b. Exceptions

Variances can be made only in the event of extended personal illness (excused absences) verified by a physician or other extenuating circumstances and approved by the principal.

SECTION IV

REMEDATION

Legal Authorization

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

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

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

Purpose

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

State Mandatory Requirements

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

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

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

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

Local Program Development and Evaluation

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

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

I. School Year Remediation Program

A. Program Objectives

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

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

1. At least 80% of the eligible students will participate in the Remediation Programs.

2. Of those students who participate in the English Language Arts component, 50% will achieve the passing standard.
3. Of those students who participate in the Mathematics component, 50% will achieve the passing standard.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation. Any public elementary or secondary student, including students with disabilities participating in LEAP/GEE, who meets the criteria for participation is eligible for remediation. Those students include:

1. Student Eligibility

- a. Any public elementary student, including students with disabilities participating in LEAP, who meets the criteria for participation is eligible for remediation. Those students include:
 - 1) 4th and 8th Grade students who have been identified through iLEAP scores as at-risk for meeting required achievement levels on LEAP.
 - 2) Repeat 4th and 8th Grade students who failed to meet required achievement levels on LEAP.
- b. The failure of special education students to achieve performance standards on the state criterion-referenced tests does not qualify such students for special education extended school year programs (SBESE Policy).
- c. Documentation of a student/parent's refusal to accept remediation will be kept on file at each school. (see Appendix E)

2. Student Profile

The Student Profile for the LEAP and individual iLEAP reports shall be used by the International School of Louisiana for providing remediation for each eligible student (SBESE Policy).

3. Coordination with other Programs

Coordination between all of the remedial students' teachers will occur on a weekly basis to assure that remedial instruction is supplementary and reinforcing regular instruction.

2. Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

The pupil/teacher ratio shall conform to the state requirements for remediation programs.

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

Instructional time for all programs is in compliance with program guidelines as set forth in the grant application.

- a. LEAP Remediation

- 1) During the school year, the program shall consist of a minimum of 40 hours of remedial/re-teaching instruction.
 - 2) Remediation in the form of summer school shall be provided to students who fail to achieve the required achievement level(s) on LEAP English Language Arts and/or Mathematics tests. Summer remediation shall consist of a minimum of 50 hours of instruction per subject.
4. Approximately when will the school year intervention/remediation programs begin in your district?
School year intervention/remediation programs at the International School of Louisiana will begin within three weeks of receipt of student scores on LEAP and iLEAP.
5. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the school year intervention/remediation.
 - a. Remedial teachers shall possess the appropriate certification/qualifications as required by the program guidelines.
 - b. The International School of Louisiana may employ an instructional paraprofessional under the immediate supervision of a regularly certified teacher to assist with the remediation. Paraprofessionals must have all of the following:
 - 1) must be at least twenty years of age;
 - 2) must possess a high school diploma or its equivalent; and
 - 3) must have taken a nationally validated achievement test and scored such as to demonstrate a level of achievement equivalent to the normal achievement level of a tenth grade student (R.S. 17:398A and BESE policy).
 - c. The International School of Louisiana may employ educators already employed as teachers to provide remedial instruction. These educators may receive additional compensation for remedial teaching duties, provided the services are performed in addition to their regular duties (R.S. 17:398A).
6. Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
 - a. Instruction shall include, but not be limited to those included in the International School of Louisiana's curricula based upon the State Comprehensive Curriculum in mathematics, English Language Arts, Science and Social Studies (SBESE Policy 3.01.08).
 - b. Remedial methods and materials shall supplement and reinforce those methods and materials used in the regular program (SBESE Policy) and other methods and materials that address deficit skills.
 - c. Persons providing remedial instruction will use those procedures most appropriate for remediation including: differentiated instruction, guided practice, multisensory instruction, audio-visual materials, manipulatives, and hands-on activities.

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

Documentation of a students'/parents' refusal to accept remediation will be kept in the permanent student file(s) at the international School of Louisiana.

C. Coordination of Funds

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

Funds for the remedial education program will consist of International School of Louisiana funds (local funds), state funds and federal remediation education funds, but will remain a separate remedial program.

D. Evaluation

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

The evaluation of school year remediation will be based on the percentage of eligible students meeting standards set by the state.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

The intent is to improve student achievement in the grade appropriate skills based on State Content Standards and Grade level Expectations (GLEs).

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.
Students in 4th and 8th grade who fail to achieve the Basic/Approaching Basic combination on the Spring LEAP are eligible.
2. Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?
The teacher/student ratio at all grade levels will not exceed 8:1.
3. Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.
Summer remediation will begin when the regular school year ends and will include no more than five hours of instruction daily for any student. Students will receive a minimum of 50 hours of instruction in the subject in which they

scored Approaching Basic and/or Unsatisfactory including the remediation time during the school year (Bridge). Instruction will be completed no later than the week prior to the scheduled Summer Re-test.

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

a. Remedial teachers shall possess the appropriate certification/qualifications as required by the state.

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

LEAP test preparation materials and materials that address students' deficits will be used.

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

Documentation of students'/parents' refusal to accept remediation will be kept in the permanent student file at the International School of Louisiana.

C. Coordination of Funds

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

Funds for summer remediation will consist of international School of Louisiana funds (local funds), state funds, and federal funds, but will remain a separate remedial program.

D. Evaluation

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

Of those students who participate in the English Language Arts component, 60% will achieve the passing standard, and of those who participate in the Mathematics component, 50% will achieve the passing standard.

III. GEE Remediation

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

Please describe the GEE remediation provided for students. Include the following:
Not applicable.

Program Objectives

A. Program Description

1. Student selection criteria
2. Pupil/Teacher ratio
3. Instructional time
4. Selection criteria for teachers and/or paraprofessionals
5. Materials and methodology to be used
6. Program type – Examples (Remediation Courses, After-school tutoring, Saturday tutoring, summer school, other)
List all that apply
7. Documentation of students' and parents' refusal to accept remediation

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

C. Evaluation plan for documenting evidence of achievement/growth of students

APPENDIX A

State Terms

Acceleration - Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include gifted students identified according to Bulletin 1508.

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

Alternative to Regular Placement – Placement of students in programs not required to address the State Content Standards.

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

Dyslexia – Dyslexia shall be defined as a language processing disorder, which may be manifested by difficulty processing expressive or receptive oral or written language despite adequate intelligence, educational exposure, and culture opportunity. Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing, and spelling. (Dyslexia definition as defined by R. S. [17:7(11)]).

Homeless – An individual who lacks a fixed, regular and adequate nighttime residence and/or who has a primary nighttime residence that is a short-term or transitional shelter, or a place not designed for/or ordinarily used as regular sleeping accommodation for human beings. The Stewart B. McKinney Homeless Assistance Act (P.L.100-645).

Louisiana Education Assessment Program (LEAP) - The state's testing program that includes the grades 3, 5, 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; and the Graduation Exit Examination (English language arts, mathematics, science, and social studies).

LEAP Summer School – The summer school program offered by the parish for the specific purpose of preparing students to pass the LEAP 21 test in English Language Arts or Mathematics.

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

Pupil Progression Plan – “The comprehensive plan adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education. A Pupil Progression Plan shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion." (Act 408)

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.

Remedial Educational Programs - Programs designed to assist students, including identified students with disabilities, and LEP to overcome their educational deficits identified as a result of the state's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:396, 397, 24.4 and SBESE Policy).

Remediation - See Remedial Educational Programs.

Retention – Non-promotion of a pupil from a lower to a higher grade.

State Grade Level Standards - Specific levels of attainment of skills and objectives as established in the mandated state curriculum guides.

A. Local Terms

Academically Able Student - A student who is functioning at grade level. Those who have shown at least average progress (grade C) in Language Arts and/or Mathematics studies are considered to be academically able students.

Accountability - Shared responsibility for actions relating to the education of children. These respective responsibilities must be shared by the following groups: local school boards, administrators, principals, teachers, and other personnel, as well as the State Department of Education, parents, students, and other governing authorities as specified by the Constitution and laws of this state.

Concentrated Program - A curricular program in any specific discipline which exceeds the minimum hours of instructional time.

Committee of Knowledgeable Persons - See School Building Level Committee

Criterion Reference Test (CRT) - A test designed to measure a particular domain and specific objectives within that domain.

Due Process - A course of legal proceedings carried out regularly and in accordance with established rules and principles.

ELL - English Language Learner

ESL - English as a Second Language

ESC – Educational Services Coordinator

FAPE - Free and Appropriate Public Education

Grade Level - Is considered to be mastery of seventy-five per cent (75%) of the subject matter as presented in the Louisiana State Content Standards and LEA curriculum.

IEP - Individual Educational Program

Immersion - Language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction. They follow the same curricula, and in some

instances, use the same materials (translated into the target language) as those used in the non-immersion schools of their state/district.

Initial Screening - The first assessment of a student to determine if an exceptionality exists.

ISL – International School of Louisiana

ITP - Individual Transitional Program

Kinesthetic Skills - Those skills concerning loco-motor manipulations.

Least Restrictive Environment - An appropriate setting for a child with a disability provides an educational program as near as normal as possible without removing the child from the regular class or school setting unless absolutely necessary.

LEP - Limited English Proficiency

Madeline Hunter Criteria for Excellence Method -Those five criteria which determine teaching skills are as follows:

- a) teaching to an objective;
- b) teaching to the correct level of difficulty;
- c) monitoring and adjusting teaching;
- d) use of principles of learning: motivation, rate and degree of learning, retention, and transfer; and evaluation of the knowledge acquired.

Mastery - A pre-determined criteria indicating successful performance on a specific objective.

Multi-disciplinary Evaluation - A diagnostic evaluation of the student's degree of learning in various subject matter areas.

Regular Education Program - A program of studies followed by students who have not been identified as having exceptionalities or has been modified to address students with special needs.

School Building Level Committee (SBLC) - A committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973, Bulletin 1566, Bulletin 1508 and Bulletin 1903, to conduct assessment, referral activities and document, review, and recommend actions needed to improve academic performance. The committee must be comprised of at least 5 members:

- a) the child's teacher
- b) and principal, or appropriate administrator;
- c) two other professional persons knowledgeable about the child and/or the suspected condition(s) in the individual school setting, including the following:
 - (1) reading specialist;
 - (2) guidance counselor;
 - (3) language/speech therapist;
 - (4) curriculum specialist in language arts;

- (5) master degreed teachers in reading, language arts, special education, elementary education;
 - (6) school psychologist;
 - (7) assessment teacher;
 - (8) occupational therapist.
- d) Any other additional members including the parent or guardian and student, and pupil appraisal team members when necessary.

Socio-Economic Status (SES) - Factors affecting the social and economic status of an individual or group of individuals.

State Approved School - A school which meets the standards set by the State Board of Elementary and Secondary Education (BESE).

Target Language – Language of instruction other than English.

Tracking System - A method of monitoring student progress through a portion of the curriculum.

Unapproved School - A probationary approved school which has not corrected the stated deficiencies within the time fixed by the State Department of Education.