

# **St. Martin Parish Special Services**

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## **Operations Manual 2016-2017**

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## **Important Dates**

- **Special Services Representatives meet on most Thursdays throughout the school year at 2:00 p.m. at Special Services. First meeting to begin on Thursday Aug. 25, 2016 and ending on May 16, 2017.**
- **Audiology Clinics are held on Tuesdays and Thursdays at Special Services.**
- **St. Martin Parish Bowling Day tentative date is November 4, 2016.**
- **Child Count due to Special Services on Oct. 3 for Oct. 1 count and on Feb. 2 for Feb. 1 count**
- **SSR checkout to be held on May 16, 2017 at Special Services**



**John White**  
**Superintendent of**

**PERFORMANCE PROFILE**

**School System:** St. Martin Parish

**School Year:** 2013-2014

**Total Public Population:** ≥8290

Louisiana’s State Performance Plan (SPP)-Part B addresses reporting requirements under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The SPP sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state’s progress beginning in February 2007.

This Performance Profile is Louisiana’s way of disseminating information to the public about the performance of local education agencies using Indicators in the SPP.

For the purposes of this report, general education includes all students - regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities. A general explanation of the indicators is located at the end of this profile. Louisiana’s State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianabelieves.com/academics/students-with-disabilities>.

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 123g. The strategies used to protect the privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. ≥ indicates within 10 students of the actual number (i.e. ≥20 indicates there are between 20 and 29 students.)

		State		St. Martin Parish							
Students with Disabilities		11.70%		10.70%							
Gifted and Talented Students		<5%		<5%							
Regular Education Students		≥80%		≥80%							
		Special Ed		2013-2014 State Target	General Ed						
		State	St. Martin Parish		State	St. Martin Parish					
<b>Graduation with a High School Diploma- Indicator 1</b>											
Cohort Graduation Rate		36.70%	56.70%	38.0%	73.5%	85.00%					
<b>Dropping Out of High School- Indicator 2</b>											
Dropping Out of High School		33.96%	32.40%	35.0%							
<b>Statewide Assessment by Grade and Subject (All Testers)- Indicators 3B &amp; 3C</b>											
		Math			ELA						
		Special Ed		General Ed		Special Ed		General Ed			
		State	St. Martin Parish	2013-14 State Target	State	St. Martin Parish	State	St. Martin Parish	2013-14 State Target	State	St. Martin Parish
3 <sup>rd</sup> grade		99.88%	>99%	98.8%	99.97%	>99%	99.95%	>99%	98.8%	99.77%	>99%
4 <sup>th</sup> grade		99.93%	>99%		99.99	>99%	99.92%	>99%		99.79%	>99%
5 <sup>th</sup> grade		99.95%	>99%		99.97	>99%	99.96%	99%		99.75%	>99%
6 <sup>th</sup> grade		99.82%	>99%		99.91	>99%	99.80%	99%		99.70%	>99%
7 <sup>th</sup> grade		99.75%	>99%		99.83	>99%	99.77%	99%		99.67%	>99%
8 <sup>th</sup> grade		99.74%	>99%		99.89	>99%	99.84%	99%		99.67%	>99%
~10 <sup>th</sup> grade		99.97%	91.89%		97.23	>99%	93.37%	88.00%		97.74%	>99%
Total Participation rate		99.17%	>99%		99.58%	>99%	99.26%	>99%		99.47%	>99%

Proficiency rate (all assessment types)										
3 <sup>rd</sup> grade	45.40%	61.29%		73.73%	83.61%	34.31%	37.10%		68.98%	66.39%
4 <sup>th</sup> grade	49.35%	51.25%		73.56%	77.22%	43.75%	36.71%		74.43%	75.89%
5 <sup>th</sup> grade	45.92%	43.10%		69.21%	69.95%	39.07%	29.31%		68.80%	61.27%
6 <sup>th</sup> grade	38.35%	38.96%		69.06%	67.45%	36.02%	28.95%		68.93%	61.34%
7 <sup>th</sup> grade	41.10%	47.17%		70.84%	70.19%	38.18%	37.74%		68.66%	62.08%
8 <sup>th</sup> grade	30.74%	22.41%		63.01%	56.32%	32.91%	20.69%		64.17%	59.22%
-10 <sup>th</sup> grade	23.60%	26.47%		58.08%	45.42%	31.24%	31.82%		72.30%	61.30%
<b>Total Proficiency rate</b>	40.03%	42.89%	<b>37.7%</b>	68.42%	67.36%	36.74%	31.86%	<b>37.0%</b>	69.45%	64.00%
<b>Discipline (greater than 10 days) – Indicators 4A</b>										
				<b>Special Ed.</b>				<b>2013-2014 State Target</b>		
				<b>State</b>		<b>St. Martin Parish</b>				
4A – A significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs						<5%		<b>23.5%</b>		
<b>Discipline (greater than 10 days) – Indicator 4B</b>										
4B – Is the significant discrepancy, by race or ethnicity, in rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs <b>the result of inappropriate policies/practices/procedures?</b>						No		<b>0% (No)</b>		
<b>Educational Environment (Ages 6-21) – Indicator 5</b>										
				<b>Special Ed.</b>				<b>2013-2014 State Target</b>		
				<b>State</b>		<b>St. Martin Parish</b>				
Inside Regular Class 80% or more of the day				62.37%		63.93%		<b>61.5%</b>		
Inside Regular Class less than 40% of the day				13.90%		14.43%		<b>13.74%</b>		
Served in separate schools, residential facilities, or homebound or hospital placements				<5%		<5%		<b>1.31%</b>		
<b>Educational Environment (Ages 3-5) – Indicator 6</b>										
				<b>Special Ed.</b>				<b>2013-2014 State Target</b>		
				<b>State</b>		<b>St. Martin Parish</b>				
Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving majority of special education and related services in the regular early childhood program				22.66%		9.93%		<b>25.0%</b>		
Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility				<5%		<5%		<b>3.0%</b>		
<b>Outcomes for Preschool Children with IEPs – Indicator 7</b>										
				<b>Special Ed.</b>				<b>2013-2014 State Target</b>		
				<b>State</b>		<b>St. Martin Parish</b>				
Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:										
Positive social-emotional skills				71.53%		48.89%		<b>63.5%</b>		
Acquisition and use of knowledge and skills				72.06%		56.60%		<b>63.5%</b>		
Appropriate behaviors to meet needs				75.76%		63.46%		<b>71.0%</b>		
Percent of children who were functioning within age expectations by the time they exited:										
Positive social-emotional skills				64.97%		65.85%		<b>65.0%</b>		
Acquisition and use of knowledge and skills				58.45%		65.85%		<b>58.0%</b>		
Appropriate behaviors to meet needs				69.77%		68.29%		<b>70.0%</b>		
<b>Parental Involvement – Indicator 8</b>										
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities				33.45%		*		<b>34.0%</b>		
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9</b>										
Is the disproportionate representation of racial and ethnic groups in special education and related services <b>the result of inappropriate identification?</b>						No		<b>No</b>		
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10</b>										
Is the disproportionate representation of racial and ethnic groups in specific disability categories <b>the result of inappropriate identification?</b>						No		<b>No</b>		
<b>Evaluation Timelines – Indicator 11</b>										
Initial evaluations completed in timelines				>95%		>95%		<b>100%</b>		
<b>Effective Transition – Indicators 12, 13, 14</b>										

Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	>95%	>95%	<b>100%</b>
Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals	>95%	>95%	<b>100%</b>
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:			
Enrolled in higher education within one year of leaving high school	33.42%	26.56%	<b>30.0%</b>
Enrolled in higher education or competitively employed within one year of leaving high school	74.25%	78.13%	<b>75.0%</b>
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	87.65%	>95%	<b>89.0%</b>

## State Performance Plan Indicators

- Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.  
Data Source: SIS, 2012-13 cohort graduation rate (post-appeals)
- Dropping Out of High School** – percent of youth with disabilities aged 14-21 exiting special education by dropping out.  
Data Source: SER 2012-13, IDEA exit count
- Statewide Assessment Participation and Performance**
  - Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be found at the Department of Education website.
  - Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).
  - Performance on Statewide Assessment** – number of children with IEPs who are proficient as measured by the regular assessment with/without accommodations, alternate assessment against modified standards, and alternate assessment against alternate standards (grades 3-10).  
Data Source: Assessment data from Spring 2013 test results. Proficient is a score of Basic or above for ILEAP/LEAP, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.
- Suspensions/Expulsions (greater than 10 days)** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions
  - Out-of-school suspension/expulsions totaling more than 10 days in a school year** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 1.5 times the state average, not to exceed 3%.
  - Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity** – a significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.  
Data Source: 2012-2013 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.
- Educational Environment (ages 6-21)** – Percent of students with IEPs ages 6-21 who are being served:
  - Inside the regular class 80% or more of the day
  - Inside the regular class less than 40% of the day
  - In separate schools, residential placements, or homebound or hospital placements  
Data Source: Oct. 1, 2013, IDEA Data Tables (excluding nonpublic)
- Educational Environment (ages 3-5)** – percent of preschool children with IEPs ages 3-5 who are:
  - Attending a regular early childhood program
  - Attending separate special education class, separate school, or residential facility  
Data Source: Oct. 1, 2013, IDEA Data Tables (excluding nonpublic)
- Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved
  - Positive social-emotional skills
  - Acquisition and use of knowledge and skills
  - Use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program  
Data Source: 2013-2014 Child Outcome Data collected and reported by LEAs using the Assessment Evaluation and Programming System interactive (AEPSi) by Brookes Publishing Company.
- Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.  
Data Source: 2013-14 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0
- Disproportionate representation in special education** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
Data Source: 2013-14 monitoring/review results
- Disproportionate representation by exceptionality** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.  
Data Source: 2013-14 monitoring/review results
- Evaluation Timelines** – Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.  
Data Source: SER, Evaluation Compliance Statewide Summary Report (7/1/12 to 6/30/13)
- Transition from Part C** – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.  
Data Source: SER, Part C Transition Report (7/1/13 to 6/30/14)

13. **Effective Transition** – For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.  
Data Source: SER, Post School Transition Report (2013-2014 School Year)
  
14. **Effective Transition** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. Enrolled in higher education within one year of leaving high school
  - b. Enrolled in higher education or competitively employed within one year of leaving high school
  - c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.Data Source: Districts collect post school data through phone or mail surveys

## **TYPES OF TEACHERS/CLASSROOMS**

Teachers must be listed under one of the five categories listed below:

1. **Combination Classroom** - An alternative education setting in which the same teacher provides special education instruction for students who receive instruction in various special education settings. These settings include self-contained, resource, and regular class.
2. **Inclusion/Co-teaching - Regular Education with Supplemental Aides and Services** – A regular education setting which includes special education students (preferably no more than 5-6 sped students per reg. ed class). The class is co-taught by a regular education AND a special education teacher. Co-teachers should have shared planning time and employ a combination of the following co-teaching models:
  - One Teach, One Observe**- One teacher observes, collects data on students, while the other teacher teaches the class (this model should not be used in isolation)
  - One Teach, One Assist**- One teacher instructs the whole class, while the other assists students during instruction (this model should not be used in isolation)
  - Station Teaching**- Students and teachers are arranged in stations and rotate, so that eventually all students work with each teacher (and if appropriate, at independent stations).
  - Parallel Teaching**- Each teacher instructs half of the group for a designated period, but not the other half (in other words, groups do not rotate).
  - Alternative Teaching**- A small group of students is pulled from the large group (within the classroom) to accomplish a specific instructional task (pre-teaching, remediation, enrichment, re-teaching, etc). The small grouping should not always focus on the special ed students for remediation; it can be used for enrichment or specific skill practice for any student
  - Team Teaching**- The two teachers fluidly share the teaching responsibilities. For example, both may present the same lesson, but model different instructional strategies within the lesson (i.e. a math problem solved in two different ways). Or, both may facilitate cooperative learning groups.
3. **Resource Room**- An alternative education setting for special education and related services designed or adapted as a location where exceptional students may receive all or a part of the special education required by their IEP. Instruction is

provided for not more than 12 students if teaching more than one subject or grade level or 16 students if departmentalized and teaching a single subject per hour. Instruction should be interventionary in nature, primarily in reading or math, and should not be used for homework completion or testing accommodations when the resource teacher has intervention scheduled for students.

4. **Self Contained** - An alternative education setting in which special education instruction and related services are provided outside the regular classroom **more than 60%** of the school day. Conversely, these students attend regular classes less than 40% of their instructional day.
5. **Self Contained Departmentalized** - An instructional setting in which all students receive instruction from more than one special education teacher and all of the students receiving services are self-contained.



## PUPIL/TEACHER RATIOS

The number of students in each instructional setting (per teacher) may not exceed the following:

1. Combination Classroom	20
2. Inclusion	16
3. Resource Room	27
4. Self Contained	
Mild/Moderate (Generic)	16
NCPH	11
5. Self Contained Departmentalized (includes resource departmentalized)	
Mild/Moderate (Generic)	58

**NOTE:**

Maximum number of students per hour (Other than total pupil/teacher ratios listed above.)

Resource Room - 12 per hour (maximum)

Resource Departmentalized (A special education teacher teaches only a single content or subject matter): 16 per hour

**PART B. - PUPIL/TEACHER, PUPIL/SPEECH/LANGUAGE PATHOLOGIST,  
PUPIL/PARAPROFESSIONAL AND PUPIL APPRAISAL RATIOS FOR PUBLIC EDUCATION**

I. In providing services to all identified exceptional children, the number of students in each instructional setting shall not exceed the following numbers.

A. Self-contained classroom	Preschool	Elem.	Sec.
1. Autism	4	4	4
2. Emotional Disturbance		8	8
3. Blindness	7	9	9
4. Deafness	7	9	9
5. Deaf-Blindness	4	4	4
6. Gifted		25	27
a. Full day	19		
b. Half day	23		
7. Hard-of-Hearing	11	15	17
8. Learning Disabilities		13	15
9. Mental Disabilities			
a. Mild		17	17
b. Moderate		11	17
c. Severe		9	9
d. Profound		9	9
10. Mild/Moderate (Generic)		16	16
11. Multiple Disabilities	7	9	9
12. Noncategorical Preschool			
a. Mild/Moderate Functioning			
1. Full day	11		
2. Half day	16		
b. Severe/Profound			
1. Full day	7		
2. Half day	14		
13. Other Health Impairments		17	17
14. Orthopedic Impairments	7	11	13
15. Partial Seeing	11	15	17
16. <i>Speech or Language Impairment</i>		7	99
17. Severe/Profound (Generic)		9	9
18. Talented		25	27
19. Traumatic Brain Injury	7	9	9

**B. Paraeducator Training Units**

***Preschool-Aged Students:*** One teacher and two para-educators for the initial six preschool students. For students functioning with the severe/profound range, there shall be one additional Para-educators for any additional group of three not to exceed two additional groups of such students. For students functioning within the mild/moderate range, the additional para-educators shall be added for each additional group of four. The maximum number of students may not exceed 12.

***School-Aged Students:*** One teacher and two para-educators for the initial six students with sever/profound or low incidence disabilities, providing that after the initial six there shall be one additional para-educators for any additional group of three, not to exceed four additional groups of such students. The maximum number of students may not exceed 18 per unit.

<b>C.</b>	<b>Resource Room (Generic or Categorical) and Itinerant Instructional Program (per teacher)</b>	
	1. Students with severe or low incidence impairments/disabilities	10
	2. All other students with disabilities	27
	3. Gifted or talented pupils	30
	NOTE: Because of the travel requirement of the program, this range may be reduced by LEA to 10-19 when instruction is provided to "all other students with disabilities; and "gifted or talented pupils" in at least two different schools.	
<b>D.</b>	<b>Combination Self-contained and Resource Classroom</b>	
	1. Students with severe/low incidence impairments/disabilities	12
	2. All other students with disabilities	20
	3. Gifted	22
<b>E.</b>	<b>Gifted or Talented Resource Center</b>	55
<b>F.</b>	<b>Hospital/Homebound Instruction (per teacher)</b>	
	1. Itinerant	10
	2. One Site	17
<b>G.</b>	<b>Preschool Intervention Settings (Parent/Child Training)</b>	
	1. Intervention in the Home	15
	2. Intervention in a School or Center	19
<b>H.</b>	<b>Adapted Physical Education Instruction (per teacher)</b>	60
	1. In caseloads exceeding 35 students, the total number of students identified as having a severe motor deficit shall not exceed 17.	
	2. Itinerant Instruction (Two or more schools)	40
<b>I.</b>	<b>Instruction in Regular Classes</b>	
	1. Students with severe or low incidence impairments/disabilities	9
	2. All other students with disabilities	16

NOTE: This ratio refers to the caseload of special education teachers who provide instruction for students with disabilities in general education settings.

<b>J.</b>	<b>Self Contained or Resource Departmentalized Setting</b>	<b>Elem.</b>	<b>Sec.</b>
	1. Autism	15	15
	2. Blindness	33	33
	3. Deafness	33	33
	4. Deaf-Blind	15	15
	5. Emotional Disturbance	30	30
	6. Gifted	93	98
	7. Hard of Hearing	58	63
	8. Learning Disabilities		
	a. Mild	63	63
	b. Moderate	43	63
	c. Severe	33	33
	d. Profound	33	33
	9. Mild/Moderate Generic	58	58
	10. Multiple Disabilities	33	33
	11. Other Health Impairments	63	63
	12. Orthopedic Impairments	43	45
	13. Partial Seeing	58	63
	14. Speech or Language Impairments	33	33
	15. Severe/Profound Generic	33	33
	16. Talented	93	98
	17. Traumatic Brain Injury	33	33

**II. Para-educators**

Para-educators may be hired to meet the unique needs of students with exceptionalities.

**III. Speech/Language pathologists in LEAs shall be employed at the rate of one for each 30 (or major thereof) students receiving speech therapy. In determining the number of pupils, the following criteria specified in Bulletin 1508 shall be used:**

1. Each student will receive speech therapy as specified in §987.
2. Each speech/language pathologist shall be assigned a minimum of one student in speech therapy and shall not be assigned more than 79 points.
3. Each hour per week of pupil appraisal assessment services and/or supervision of speech/language pathologists who hold restricted license and/or supervision of speech pathology assistants shall equal one point for the purpose of determining the caseload.  
Assignment of these activities shall be made by the parish supervisor.
4. The caseload shall be determined according to the following

Service Type	Number of Points Determining Caseload
Each hour of assessment	1
Each hour of supervision	1
Each hour of consultation	1
Each student receiving speech therapy	1

**IV. Pupil appraisal members shall be employed by *LEA* at the following rate**

	Public School Ratios Based on Membership	Non-Public Ratios Based on Membership
Educational Diagnosticians	2,400 or major fraction thereof	1:3,500 or major fraction thereof