Pupil Progression Plan

Sabine Parish 2012-2013

Sara P. Ebarb, Ed.D
Superintendent of Schools

Louisiana Department of EDUCATION

Pupil Progression Plan

for

Sabine Parish School System

for

2012-2013

Submitted to Louisiana Department of Education

October 15, 2012
(Date Submitted)

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SECTION I

FORMAL SUBMISSION STATEMENT

Assurance is hereby made to the State Department of Education that the Sabine Parish School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

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

Sara P. Ebarb Ed.D
Superintendent

10-17-12
Date

James A. Veuleman
School Board President

10-15-2012
Date

PUPIL PROGRESSION PLAN

LEA CONTACT INFORMATION

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(Primary Signature) 10-15-12 (Date)

(Secondary Signature) 10-15-12 (Date)

Sabine Parish School Board
2011-2012 Pupil Progression Plan
Committee of Educators

Debra Lee, Director Federal Programs & Curriculum & Instruction
Eddie Jones, Principal
Tanya Settle, Principal
Gene Wright, Principal
Chad Crow, Principal
Teri Webb, Principal
Melissa Lee, Supervisor Technology
Bridget Corley, Supervisor Elementary Education
Shane Wright, Supervisor Title I School Improvement Secondary Education
Carla Parrie, Director Special Education
Sandra Cosio, Director of Student Services/Child Welfare & Attendance
Melyssa Snelling, PreK Supervisor
Cindy Mary, Instructional Coach
Amy Sepulvado, Instructional Coach
Melanie Morgan, Literacy Integration Specialist
Hollie Jenkins, Literacy Integration Specialist
Melanie Miller, Instructional Coach
Eylda Thaxton, Instructional Coach
Amanda Hardy, Literacy Integration Specialist
Cindy Lewing, Literacy Integration Specialist
Stacy Anderson, Instructional Coach
Debra Sepulvado, Instructional Coach
Tene Leach, Administrative Assistant
Susan Rains, Administrative Assistant

Sabine Parish School Board
2012-2013 Pupil Progression Plan

Committee of Parents

Gloria LaGrant
Tammilyn Ebarb
Katy Sepulvado
Raygan Fluitt
Danielle Brown
Dr. Leah V. Byles
Kathy Walker Brown
Anna Sistrunk
Paula Clark
Lori Hopkins
Kami Jones
Amelia Bison
Kelly Ray
Allen D. Johnson
Tonya Brown

Documentation of Input

Sabine Parish Schools annually seeks input into the Pupil Progression Plan from district-level personnel, school administrators, faculty and staff, and parents. Written comments may be provided on which recommended changes/revisions can be submitted to the Director of Curriculum & Instruction for review and consideration by the Committee of Educators.

Parents who serve on the Committee of Educators also give input into the document. Each board member recommends two parents to serve on the committee. Parents represent the primary, elementary, middle, and high school levels.

At the Committee of Educators meeting(s), input is discussed and recommendations are made to the local Board for consideration.

PUBLIC NOTICE PRIOR TO THE APPROVAL OF THE PUPIL PROGRESSION PLAN

Sabine Parish School Board

J. A. "BUDDY" VEULEMAN
PRESIDENT

TERRELL D. SNELLING
Vice-President

SARA P. EBARB Ed.D.
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Donald H. Remedies
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AGENDA
October 15, 2012
6:30 P. M.

I. Call to Order and Invocation

II. Pledge of Allegiance

III. Consider Approval of Consent Agenda

IV. Consider Approval and Adoption of Revised School Board Policy, File: GBNA, Reduction of Personnel (Second Reading)

V. Consider Approval of 2012-2013 Pupil Progression Plan

VI. Superintendent's Report

VII. Adjournment

C: Don Burkett, DA
The Sabine Index
The Shreveport Times
Chamber of Commerce
KWLV-FM
KLAX-TV
LAE

SECTION II

STATE AND DISTRICT POLICIES

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

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B):

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

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

Students entering first grade without attending a full-day public or private kindergarten for a full academic year will be screened using criteria (a) through (g) below to determine placement. Screening instruments include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Houghton-Mifflin reading benchmark assessment, and the end-of-year kindergarten math test.

For initial placement in first grade, a child who has not attended a full-day public or private kindergarten for a full year must meet the following criteria:

1. Must have a chronological age of 6 years by September 30 of the current year.
2. Must demonstrate academic readiness as indicated on the Sabine Parish Schools Standard's Based kindergarten report card.

Students who do not attend a full-day State approved kindergarten will not be held to higher standards than those students who do. The age requirements are aligned with the entry age for kindergarten. Students must show evidence of academic and developmental readiness for initial placement in first grade. Continued placement in first

grade will require that the students demonstrate readiness as determined by a professional evaluation conducted by a classroom teacher.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C)

    a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins. (Bulletin 741 §1111 B.)

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

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

Initial entry level for all students in Sabine Parish schools is the kindergarten level. Children must attain the age of five (5) on or before September 30 of the current year. A child younger than the above may be permitted to enter school provided the child has been evaluated and identified as gifted in accordance with the regulations of the State Department of Education for such evaluation.

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

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

For initial placement in first grade, a child who has not attended a full-day public or private kindergarten for a full year must meet the following criteria:

1. Must have a chronological age of 6 years by September 30 of the current year.
2. Must demonstrate academic readiness as indicated on the Sabine Parish Public Schools' kindergarten report card.

Students who do not attend a full-day State approved kindergarten will not be held to higher standards than those students who do. The age requirements are aligned with the entry age for kindergarten. Students must show evidence of academic and developmental readiness for initial placement in first grade. Continued placement in first grade will require that the students demonstrate readiness as determined by a professional evaluation conducted by a classroom teacher.

Students entering first grade **WITHOUT** attending a full-day public or private kindergarten for a full academic year will be assesses using criteria (a) through (g) below to determine placement. Screening instruments include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Houghton-Mifflin reading benchmark assessment, and the end-of-year kindergarten math test.

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

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

In compliance with Act 146, kindergarten students are given the Developing Skills Checklist (DSC) (CTB/McGraw-Hill) at the beginning of school. No child shall be excluded from kindergarten as a result of this screening. The results will be used to determine appropriate instruction for individual children as well as for groups. . Those students entering after the beginning of the school year will receive the screening test upon entrance.

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)

   a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.

   b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-

of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected 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. (Bulletin 741 §707)

   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.

   d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the LEAP test and/or do not attend summer remediation.

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

The LEAP placement test is administered to determine eligibility for placement in fourth or eighth grade. Students in grades 5 and 9 transferring to the public school system prior to February 15 from any in-state nonpublic school, homeschooling 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-developed LEAP placement test.

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

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

- Approved schools within the state (public/nonpublic)

Elementary (K-8) students transferring from an approved school, public or non-public, within the state shall be allowed credit for work completed in

the former school. Diagnostic testing or additional assessment may be used to determine appropriate placement.

A student who transfers from an approved school will be placed in a grade level according to the sending school's promotion/retention decision.

When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization records, and the units of credit earned, shall be required.(Bulletin 741) Letter grades (i. e., A, B, C, D, F) on student records will be converted to percent scores for the purpose of averaging using the following conversion scale:

A- = 93% B- = 85% C- = 75% D- = 67%	A = 97% B= 89% C= 80% D= 71% F= 65%	A+ = 100% B+ = 92% C+ = 84% D+ = 74%

Students in grades 5 and 9 transferring to the public school system prior to February 15 from any in-state nonpublic school, 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 developed LEAP placement test.

Grades 9-12 [Approved schools within the state (public/nonpublic)] A student in grades 9-12 will receive credit for work successfully completed in the previous school upon receipt of a properly certified transcript. Credit will be interpreted by the school counselor and/or principal. In the absence of a transcript, locally-designed proficiency examinations may be administered to determine credit.

Students with Disabilities [Approved schools within the state (public/nonpublic)]
The district will follow the procedures described in *Bulletin 1706* for transfer students with disabilities. 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.

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

Elementary (K-8) students transferring from an out-of-state approved school, public or non-public, shall be allowed credit for work completed in the former school. Diagnostic testing or additional assessment may be used to determine appropriate placement.

A student who transfers from an approved out-of-state school will be placed in a grade level according to the sending school's promotion/retention decision.

Exception: Students returning to Sabine Parish schools during the current school year who have had a change in grade placement by the sending school will have placement decisions determined by SBLC.

A grade 4 or 8 student who transfers to a Louisiana public school before the spring administration of LEAP must take and pass the spring administration of LEAP (ELA/Math). A grade 4 or 8 student who transfers after the spring administration of LEAP but before the end of the School year must take and pass the summer administration of LEAP (ELA/Math) to be eligible for promotion to grade 5 or grade 9.

Students who have been promoted to grade 5 or 9 by an approved out-of- state school are not required to take LEAP if they enroll in the local system after the end of their 4th or 8th grade school year.

Grades 9-12 [Approved out-of-state schools (public/nonpublic)]
A student in grades 9-12 will receive credit for work successfully completed in the previous school upon receipt of a properly certified transcript. Credit will be interpreted by the school counselor and/or principal. In the absence of a transcript, locally-designed proficiency examinations may be administered to determine credit.

Students with Disabilities [Approved out-of-state schools (public/nonpublic)]
The district will follow the procedures described in *Bulletin 1706* for transfer students with disabilities. 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.

- **Home Study and Unapproved schools (public/nonpublic)**

In accordance with Bulletin 741 guidelines, when a student transfers from the Home Study Program to an approved public school, the school will have the authority to test the student to determine the appropriate grade level placement or subject matter unit credit. The student will not be advanced more than one grade level for each year of participation in home study.

Students who transfer from a kindergarten home study program must meet the age requirement listed in this document. Before first grade placement, the age requirement and first grade entrance requirements must be met.

Students who transfer from home study and wish to enroll in grades 1-9 must provide documentation of the curriculum (outline of each of the subjects taught, list of books/materials used, copies of the student's work, copies of the student's standardized test results or any other evidence of the program offered) addressed while involved in the SBESE – Approved Home Study Program. The students must show proficiency in the locally-designed exams or district textbook exams in reading and math. Students who wish to enroll in grades 4-9 must also show proficiency in the locally-designed

exams or district textbook exams in science and social studies. **Each exam will only be administered one time.**

It is the procedure of the Sabine Parish Public School System that a student re-entering from a Home Study Program must register at least 10 days prior to the beginning of the fall or spring semester. Students reentering Sabine Parish Public Schools from a Home Study Program will only be allowed to re-enter at the beginning of a semester.

- Provisions for LEAP/*i*LEAP Students

Students who transfer from home study must participate in state testing administered during the spring term/semester. Students in approved Home Study Programs are required by the Louisiana Department of Education to be tested once a year for the purpose of determining academic progress. Home Study students will only be tested during state designated testing periods. It is the responsibility of the parents to register with the District Test Coordinator at least 10 days prior to the test date.

- **Names of the entrance tests used to determine grade placement**

  Kindergarten:

  A student transferring from a Home Study Program as a kindergarten student into the Sabine Parish Public Schools must have reached the age of five by September 30th to be eligible for kindergarten. The student's placement in kindergarten will be determined by the use of the DEVELOPING SKILLS CHECKLIST (DSC) Screening instrument. The results of the screening will be used to place the student in an instructional setting according to developmental needs.

  Grades 1-8:

  The following transfer/re-admission procedures must be followed for grade placement of a reentering Home Study student in grades 1-8:

  Step 1:
  The parent must provide verification that the student was enrolled in the Home Study Program with the Louisiana State Department of Education for the previous school year. Documentation of a sustained curriculum during home study is also required. If the parent does not provide verification, the student will be considered absent from school and will be placed in the grade level as evidenced by his/her prior school records.

  Step 2:
  The principal will request that the parent provide a report card verifying the last grade attended by the student in a public, private, or parochial school.

A student transferring from a Home Study Program as a first grade student into the Sabine Parish Public Schools must meet the following criteria:

1. chronological age of six (6) years by September 30 of the current year
2. academic achievement and readiness levels as established on the Sabine Parish Public Schools' kindergarten report card.

A student transferring from a Home Study Program as a second grade student into the Sabine Parish Public Schools must meet the following criteria:

1. chronological age of seven (7) years by September 30 of the current year
2. academic achievement and readiness levels as established on the Sabine Parish Public Schools' first grade report card.

If a student's anticipated grade placement is grade 5, the student must have evidence that he/she has taken the English Language Arts and Mathematics components of the LEAP test, or the State-developed placement test, and has met the minimum requirements established by the Louisiana Department of Education. Locally-designed proficiency exams or district textbook exams that test grade level expectations are used to determine grade placement. **Each exam will only be administered one time.**

The school system will administer a norm-referenced test to students whose anticipated grade placement is in grades 3, 4, 6, 7 and 8. The level of the test to be administered will be determined by the student's anticipated grade placement as evidenced by a prior report card or by the Home Study application. There will be a $35.00 per student testing fee.

1. The student will be administered a norm-referenced test (NRT) one grade level below his anticipated grade placement.

2. The student must score at or above the 50th percentile on Total Reading and Total Math in grades 3, 4, 6, 7 and 8. All tests must be administered and scored by a representative of the district.

If the student meets the established criteria on the norm-referenced test, then the student will be placed in the anticipated grade level as evidenced by prior report cards and the grade designation on the previous Home Study application. If the student does not meet the criteria on the norm-referenced test, then the student will be placed in the grade level at which the test was administered. Verification of the student's anticipated current grade placement can be obtained from the Home Study application and the student's previous report card. The student's progress will be monitored by the assigned teacher over a two week period to determine the appropriateness of placement. At the end of two weeks, if the student demonstrates competency beyond the current grade

placement in both reading and mathematics, he/she will be recommended for placement in the next higher grade level. The School Building Level Committee will consider the teacher recommendation, review all data and determine appropriate placement of the student.

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

  The following re-admission procedures will provide a comprehensive assessment plan for determining whether Carnegie unit credit will be awarded to a student returning from Home Study:

  Step 1:
  The parent must provide verification that the student was enrolled in the Home Study Program with the Louisiana State Department of Education from the previous year. If the parent does not provide verification, then the student will be placed in the anticipated grade level as evidenced by his/her prior school records and Carnegie units previously earned.

  Step 2:
  The principal will request that the parent provide a report card verifying the last grade attended by the student in a public, private, or parochial school.

  Step 3:

  If a student's anticipated grade placement is grade 9, the student must have evidence that he/she has taken the English/language arts and mathematics portions of the state approved LEAP test, or the state developed placement test, and has attained a rating at or above Approaching Basic as established by the Louisiana Department of Education.

  Students who transfer from home study and seek credit for courses in grades 9-12 must show proficiency on the locally-designed exams. A proficiency examination will only be administered one time for each eligible course as outlined in the policies and standards listed in *Bulletin 741: Louisiana Handbook for School Administrators*. Proficiency examination placement must follow the natural progression of course work at each grade level. The course title, year taken, P/F (Pass or Fail) and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). MPS (Minimum Proficiency Standards) must be indicated in the remarks column.

  Step 4:
  The parent will provide documentation of a sustained curriculum during the Home Study Program in the subject areas for which Carnegie unit credit is being requested.

If the parent provides documentation, then the student will be administered the appropriate Sabine Parish core (proficiency) exam to determine if Carnegie unit credit can be awarded for the subjects taught in the Home Study Program. Core (proficiency) exams for credit will be administered only for courses for which exams have been developed.

If the parent is unable to provide documentation of a sustained curriculum during the Home Study Program in the subject areas for which Carnegie unit credit is being requested then the student will be readmitted to the high school at the anticipated grade as evidenced by the student's prior school records, and no Carnegie unit credit will be awarded for the subjects taught in the Home Study Program.

Step 5:
A student admitted to grades 9-12 who meets the criteria established in steps 4 and 5 will be granted ½ Carnegie unit credit by passing a Sabine Parish mid-term core (proficiency) exam and, upon passing the mid-term, ½ Carnegie unit credit by passing a Sabine Parish final core (proficiency) exam for each course in which a Carnegie unit is requested. In the case of English III and IV, a research paper must be completed in accordance with course requirements prior to taking the core (proficiency) exams. Core (proficiency) exams will be administered only for courses for which exams have been developed.

Step 6:
After the student has demonstrated a passing score on a core (proficiency) exam, the course title, year taken, P/F (Pass or Fail), and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). C.E. (Credit Examination) must be indicated in the remarks column.

Step 7:
The student will not be allowed to take Sabine Parish core (proficiency) exams in courses previously completed in high school or at a level below that which the student has completed.

Step 8:
The student will only be allowed to take Sabine Parish core (proficiency) exams in required subjects according to Bulletin 741.

Step 9:
If the student is requesting readmission beyond grade ten, the student will be administered the appropriate sections of the End of Course Exam (EOC) as required by the State Department of Education. These tests can only be administered during the fall and spring testing weeks.

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

The placement tests administered to transfer students are identified in Section B above.

C. Transfer polices for students with disabilities

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

    a. IEPs for Students who Transfer from Public Agencies in the Same State. If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either: 1) adopts the student's IEP from the previous public agency; or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

    b. IEPs for Students who Transfer from Another State. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency: 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

    c. The *Interim IEP* shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to *Bulletin 1508, Pupil Appraisal Handbook*. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

►Describe the procedures for Interim IEPs.

Sabine Parish will follow procedures for the development of an interim IEP as outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act.

D. Limited English Proficient (LEP) Students

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

   a. Establish procedures to identify language minority students.

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

At the time of a student's initial enrollment, a Home Language Survey is completed to determine the primary or home language. If a language other than English is identified on the Home Language Survey, the student is identified as language minority and is then tested to determine his proficiency in the English Language. The completed survey is placed in the student's cumulative folder.

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

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

Arrangements will be made by the ESL program supervisor for the language minority student to be tested for English proficiency within ten (10) days of enrollment. The McGraw Hill *Language Assessment Scale* (LAS) test is used to measure English proficiency.

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

►Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

A student will be placed in an appropriate educational program based on the following criteria:

a. Age
b. Educational background
c. Degree of literacy in the native language and English

Proficiency in English is not to be used as a criterion for placement in a particular grade since students are to be placed in the approximate grade level of their peers. Promotion and retention of LEP students in regular and special programs will not be based upon English proficiency or a lack of it. A student will be assigned grades based on cooperation, effort and participation in classroom assignments to the degree his English language proficiency allows.

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

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

The monitoring will consist of a review of the exiting student's report cards for a period of 2 years by the ESL program supervisor. Sustained grade averages of 75% or better will be evidence that full language proficiency has been reached. If these students cannot demonstrate such success in the general education program for reasons related to English language acquisition, they may be reclassified as LEP. If students are experiencing problems, the ESL teacher will meet with the students to address the issues.

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

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

E. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian (R.S. 17:24.4 G).

2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G).

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

Each principal shall annually certify that he/she has monitored the promotion and placement decisions made for his/her students in compliance with the policies of the Louisiana Department of Education and Sabine Parish Public School System.

The Sabine Parish School Board, the superintendent, superintendent's designee, the principal, and/or the teacher, may initiate a request for the School Building Level Committee to review promotion and placement decisions. The School Building Level

Committee is charged with the responsibility of reviewing all information regarding the decision. The parents will be informed by mail of the School Building Level Committee decision. If the decision is for retention in the current grade, the parent will be informed of the right to appeal at the school level.

The parent(s), teacher, or the Superintendent (or designee), may request that the principal review a student's placement. Parental review of student placement will be limited to the student's records. If a student's promotion, progression, or placement is challenged, an appeal may be made as provided in the due process policy of this document.

Provisional Placement

If a child has not met Pupil Progression for a level (does not apply to students in grades 4 & 8 who have not passed the required sections of LEAP 21) the following procedures are recommended:

1. A School Building Level Committee composed of a minimum of the principal, sending teacher, and receiving teacher should consider these factors:

    a. Level of performance throughout previous years in all course work, especially reading/language arts, math, and written composition.
    b. Criterion Referenced Test (iLEAP) score at or above the Basic level on the subtest in which the student has a failing grade,
    c. Teacher's professional judgment, and
    d. Principal's recommendation.

2. Considering the above factors, a child could be provisionally placed in the next grade.
3. At the end of the first grading period of the following year, the committee will determine whether the student should remain in that level based upon the performance of the student in reading/language arts, math, and written composition.
4. Parents must be notified in writing of provisional placement and changes in placement, at least 10 days prior to any change.
5. A student file should be maintained. Included in the file should be the following:
    a. Evidence that criteria of Pupil Progression Plan has been met,
    b. Documentation of parent conferences, meetings, and parent correspondence.
    c. Any items mentioned in Bulletin 741 - 2.026.03, pages 20-21.

II. Attendance Policy

A. Elementary students shall be in attendance a minimum of 167 six-hour days or 60,120 minutes a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent

to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

1. To receive Carnegie credit for a course, the minimum amount of time students must be present shall be as follows:
   a. 10,020 minutes for a six-period schedule;
   b. 8,589 minutes for a seven-period schedule; and
   c. 7,515 minutes for an eight-period or 4x4 block schedule.
   d. For other schedule configurations, students must attend a minimum of 7,515 minutes. (Bulletin 741 §1103. See Bulletin 741 §1103 and §1105 for policy on attendance and absences)

III. Grading Policy

A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

B. LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. (Bulletin 741 §2302)

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

Grades 3-8

The district grading scale will be used in determining the grades to be placed on the report card for each nine-week period and the final grade. Actual points earned shall be recorded in the teacher's grade book. At the end of the nine-week grading period, the cumulative total points earned divided by total points possible will be will be converted to a percentage at the end of each grading period. Any percent .5 or above shall be converted to the next whole number and the appropriate letter grade will be assigned in accordance with the Sabine Parish grading scale.

A teacher shall have a minimum of nine (9) grades per student in his/her grade book for each subject in a nine week period. The majority of grades shall come from major assessments and/or projects. Additional grades may come from such activities as homework, class work, quizzes, written composition etc. **All grades MUST reflect GLE's (Grade Level Expectations) as well as accurately reflect student performances. Teachers of every level and content area have the discretion and flexibility to count/record any quiz, test, or special project as two grades.** Grade books must be labeled with assessments, point values, dates and average at end of nine weeks.

***3-8 Mathematics:**

Grades 3 Required Assessments (these grades have "Quizzes" only)
Quizzes:

1. Student score is calculated based on the number of points earned out of the number of points possible. (Points possible has been assigned to each test item for all quizzes)
2. The final score is then recorded as **TWO** grades in Gradebook.

*****Teachers have the discretion and flexibility to count/record any quiz, test, or special project as two grades.**

Grades 4-8 Required Assessments (these grades have tests and quizzes)
Tests:

1. Student score is calculated based on the number of points earned out of the number of points possible. (Points possible has been assigned to each test item for all tests)
2. The final score is then recorded as **TWO** grades in Gradebook.

Quizzes:

1. Student score is calculated based on the number of points earned out of the number of points possible. (Points possible has been assigned to each test item for all tests)

The final score is recorded as only **ONE** grade in Gradebook.

*****Teachers have the discretion and flexibility to count/record any quiz, test, or special project as two grades.**

Grades 9-12
The district grading scale or the expanded grading scale will be used in determining the grades to be placed on the High School Report of Progress each four and one-half week period. Actual points earned shall be recorded in the teacher's grade book. At the end of the nine-week grading period, the cumulative total points earned divided by total points possible will be will be converted to a percentage at the end of each grading period. Any percent .5 or above shall

be converted to the next whole number and the appropriate letter grade will be assigned in accordance with the Sabine Parish grading scale.

A teacher shall have a minimum of nine (9) grades per student in his/her grade book for each subject in a nine week period. The majority of grades shall come from major assessments and/or projects. Additional grades may come from such activities as homework, class work, quizzes, written composition etc. **All grades MUST reflect GLE's (Grade Level Expectations) as well as accurately reflect student performances.** Grade books must be labeled with assessments, point values, dates and average at end of nine weeks.

The grades in all courses in which students were enrolled for Carnegie Credit shall be used to determine class rankings. In instances where courses were repeated, the higher grade shall be used.

Courses taken at college, university or vocational technical school levels or through correspondence will earn no more than 4.0 quality points for class ranking purposes.

Beginning with students entering 9th grade during the 2012-2013 school year, a new graduation recognition program, known as the *Cum Laude* system will begin

All high school students entering the ninth grade during the 2012-2013 school year and are pursuing a high school diploma will be eligible upon graduation to earn one of several special recognitions based on the final grade point average.

Refer to Appendix K for more information regarding class rankings.

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

Grades K-2

4 = Advanced: Exceeds grade level standard

3= Proficient: At grade level standard

2= Approaching grade level standard

1= Below grade level standard

K-2 students are evaluated using the Sabine Parish Schools' standards, benchmarks, and grade level expectations in conjunction with a standards-based report card.

Portfolios of student work and assessments shall be accumulated and shared with parents during parent conferences. Contents of the portfolio for first grade shall include: DIBELS results, STEEP Results, three writing samples (beginning, middle, and end of year), HM's Emerging Literacy Survey, observation checklists; HM's Benchmark Tests, weekly fluency checks, a variety of work samples related to the state's GLEs in all

content areas for first grade. Optional items may include HM's Weekly Skills Test and Theme Skills Tests.

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

Course value shall be determined as follows:

Regular Courses	Advanced-level Courses
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

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

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

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

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

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

The following procedures shall be used to determine semester grades and the final grade for 8th-grade students enrolled in courses that require an End-of Course test.

EOC Subjects:

All students enrolled in a course for which there is an EOC tests must take the EOC test. For grading purposes, the EOC test will be counted as a final exam and will count 15% of the grade for the course. NO EOC subjects will be exempt from the final exam. In other word, for each instance that a student takes a course, the EOC will be weighted and counted as 15% of the student's final grade for the course. If the student passes the course and fails the EOC test, the student may retake the EOC test at a later date but the score from the retest will not count in the student's grade. Nine weeks grades will be given in all classes. Interim reports will be issued after 4 ½ weeks each nine week period.

2. Semester grades will be determined as follows:

Semester 1:

The 9 weeks numerical grade will be an average of the students' recorded grades for that period. The semester grade will be an average of the 2 nine-week's numerical grades. Semester 1 shall be weighted and count 42.5% of the final grade.

Semester 2:

The 9 weeks numerical grade will be an average of the students' recorded grades for that period. The semester grade will be an average of the 2 nine-week's numerical grades and the EOC score. Semester 2 shall be weighted and count 42.5% for grades and 15% for EOC for the final grade.

Partial credit will be awarded if the student passes 1 semester only if the EOC is a passing grade.

Conversion charts provided by the Louisiana State Department of Education are included in Appendix F and shall be used to guide the determination of a numerical grade from the scaled score of the EOC.

<u>Non-EOC Subjects</u>

1. Comprehensive Core second semester exams are required.

a) The comprehensive second semester final exam is to cover the major concepts taught from the Comprehensive Curriculum Core during the entire first semester and second semesters.

2. Semester grades will be determined as follows:

Semester 1:

The 9 weeks numerical grade will be an average of the students' recorded grades for that period. The semester grade will be an average of the 2 nine-week's numerical grades. Semester 1 shall be weighted and count 42.5% of the final grade.

Semester 2:
The 9 weeks numerical grade will be an average of the students' recorded grades for that period. The semester grade will be an average of the 2 nine-week's numerical grades. Semester 2 shall be weighted and count 42.5% for grades and 15% final exam for the final grade.

The comprehensive final exam shall be weighted and count 15% of the student's final grade for the course.

1. Students with an "A" average in a non-EOC subject for the entire year may be exempt from the final exam in that subject only. No ½ unit courses will be exempt from the semester exam.

2. Each course grade shall be determined in strict accordance with the Sabine Parish grade averaging procedures for grades 9-12. The final course grade, expressed as a letter grade, shall be used in ranking students.

3. The grades in all courses in which students were enrolled for Carnegie Credit shall be used to determine class rankings. In instances where courses were repeated, the higher grade shall be used.

3. Quality points shall be determined by:

Course value X course credit = quality points

4. Course value shall be determined as follows:

Regular Courses	Advanced-level Courses
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

5. Advanced-level courses are listed as: Chemistry, Physics, Biology II, Foreign Language, Survey of Arts, Algebra II, Advanced Math, including Calculus and Trigonometry, Advanced Placement courses with state approval, ALL Dual-Enrollment courses taken at a 4-year accredited college or university. Any subsequent courses approved by the Sabine Parish School Board for advanced—level credit such as ACT Quality Core courses.

6. A student's grade point average will be determined by dividing total quality points earned by credits earned. The exception is when a student makes an F in a course and does not repeat the course for passing credit.

IV. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each

student [Act 750, R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)

2. In addition to completing a minimum of 23 or 24 Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)

3. A student who is a first-time 4th or 8th grader must score at or above the *Basic* achievement level on the English Language Arts or Mathematics components of the LEAP and at or above the *Approaching Basic* achievement level on the other (hereafter referred to as the passing standard) to be promoted to the fifth or ninth grade. (Bulletin 1566 §701)

4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)

5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs. (Bulletin 1566 §701)

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). (Bulletin 1566 §505 A.)

8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

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

Review of placement shall be conducted by the School Building Level Committee members of which should be appointed by the principal.

The committee membership may consist of the following, dependent upon resources available at the school:

1. principal/designated administrator
2. guidance counselor
3. regular instructional teachers
4. auxiliary members as needed:
    a. all instructional teachers of student
    b. student's parent/guardian
    c. special education teacher
    d. curriculum specialist
    e. school nurse
    f. school social worker
    g. speech therapist
    h. school psychologist

The School Building Level Committee (SBLC) is charged with the responsibility of reviewing student placement and promotional decisions.

It is the responsibility of this committee to:

a. identify and submit the required data to Pupil Appraisal when a student is recommended for such services.

b. review promotion/retention requirements of all regular education students and special education students.

c. review and discuss specific data to decide on the placement or retention of the student.

A consensus of the committee will be the deciding factor. No one person may decide on a student's promotion or retention. The following data will be used to render a decision

(1) previous retention record
(2) social/physical maturity and age of student
(3) previous and most recent profile results on state-mandated assessments
(4) academic achievement to date as recorded in the student's cumulative folder
(5) criterion-reference test scores
(6) all formative and summative data during the current school year

d. provide to the teacher all supporting evidence for the decision using the SBLC Placement Form which will be placed in the student's cumulative folder.

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

The students participating in LEAP Alternate Assessment will progress from one grade level to the next if they meet the following assurances:

(a) The student has participated in the alternate assessment.
(b) The student has met attendance requirements according to Bulletin 741.
(c) The student has successfully completed at least 70% of his or her goals on the IEP.

Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA1) or LEAP Alternate Assessment, Level 2 (LAA2) shall have promotion decisions determined by the School Building Level Committee in accordance with the requirements above. LAA2 students may only progress from one grade level to the next. SBLC may grant exceptions to the specified grade progression if the student has exceeded the number of retentions allowed in the current Pupil Progression Plan.

B. High Stakes Testing Policy

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

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

The district may waive the state policy for a student scoring at the *Unsatisfactory* achievement level in English language arts or mathematics if the student scores at the *Mastery or Advanced* achievement level in the other provided that a recommendation is made by the SBLC based on the following criteria:

a. The student has participated in both the spring and summer administrations of LEAP and has attended the LEAP summer remediation program offered by the district. The student will participate in the summer retest only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration.
b. The student must meet State attendance regulations during both the regular school year (94% or 156 days minimum) and the summer remediation (45 hours minimum) offered by the district for each area.
c. Parental consent is granted.

►Describe the LEA's procedure for determining if an 8th grade student is granted the U/B waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 B.)

The SBLC shall consider the criteria specified in the State's High Stakes Testing Policy.

►Describe the LEA's criteria for determining if an 8th grade student will receive a *AB/AB* waiver from the High Stakes Testing Policy. (Bulletin 1566 §707 C.)

Through SBLC, the student who has scored AB/AB in 8th grade may be placed in 9th grade provided that the student has

- attended the LEAP summer remediation program
- met summer attendance requirements
- took the summer retest administered at the conclusion of the summer program
- and, met other promotional criteria established in the Pupil Progression Plan.

The SBLC will make final decisions about placement.

►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.

Fourth-grade students will not be 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.
Students retained in the 4th grade will retake all four components of LEAP. Students must score at or above the *Basic/Approaching Basic* combination only one time for promotional purposes.

►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 if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 C.)

A student who has repeated the 4th grade may be promoted to only the 5th grade. However, a student who has repeated the 4th grade and who is 12 years old on or before September 30 may be referred to SBLC for review of placement if the student meets the following criteria

- Has exceeded the number of retentions allowed by the Sabine Parish Pupil Progression Plan **or**
- Scored Basic or higher on at least 3 of the four LEAP tests (ELA, Math, Science, Social Studies) for grade 4 during spring and/or summer testing and earned a final grade average of C or higher in reading, language, math, science and social studies. (The school must have a plan for addressing the curriculum that the student will miss as a result of the placement in a higher grade.)

►Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.) See Appendix C for Twenty Point Appeal Waiver Form

Twenty Point Appeal Waiver (Fourth Grade Students Only):After the summer retest, Sabine Parish, through its superintendent, may consider granting an appeal on behalf of individual students, provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP 21 must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given after the LEAP 21 summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.

The principal and the **School Building Level Committee (SBLC)** must review student work samples and attest that the student exhibits the ability of performing at or above the *Basic* achievement level in the subject for which the appeal is being considered.

►Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 B.) See Appendix C for Transitional Participation Form

The fourth grade transitional program will provide instruction covering 5th grade GLEs while addressing students' 4th grade deficiencies as identified by the LEAP test. Fourth grade students who do not meet the standard will be provided the opportunity to participate in a Fourth Grade Transitional Program, which is an opportunity for those students who may benefit from some remedial fourth-grade class work and regular fifth grade course work. Students who want to participate in the fourth grade transitional program must meet the following criteria:

- score at the *Approaching Basic* level or above on both the English and math components of the LEAP
- meet all other district requirements for promotion
- meet district attendance guidelines
- participate in the summer remediation program and summer LEAP retest.

- The principal and the **School Building Level Committee (SBLC)** must review qualifications and recommend student for placement in the Fourth Grade Transitional Program.

Upon completion of the fourth grade transitional program, students in the transitional program may progress to the sixth grade the following year by meeting the requirements listed below.

- the student must be provided remediation in the subject area(s) on which the student scored below *Basic* on LEAP as well as instruction in the fifth grade curriculum;

- the student must score a minimum of *Basic/Approaching Basic* on English language arts and math and a minimum of *Approaching Basic/Approaching Basic* on the science and social studies on the fourth grade LEAP; and in addition to meeting all other district promotion requirements including attendance as outlined in the local Pupil Progression Plan,

- the principal and the **School Building Level Committee (SBLC)** must review student work samples and attest that the student has met the requirements as explained above and then recommend placement.

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

Students are expected to be in full attendance for summer remediation. Students who miss more than 1 day per remediated subject are not eligible for policy waivers, appeals, or overrides. Parents must sign an Assurance Statement to this effect. Students in 4th and 8th grade must meet this requirement as one requirement for an appeal or waiver.

- All students with disabilities who participate in LEAP should receive services along with regular education students in summer remediation programs, with special supports 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.

8th Grade LA2

- Students taking the 8th grade LA2 assessment that scores BELOW Approaching Basic on EITHER the Math or ELA portion will be required

to attend summer remediation prior to entering 9th grade. Students scoring APPROACHING BASIC on EITHER the Math or ELA portion can attend summer remediation at the principal's discretion. Students scoring BASIC on BOTH portions of the assessment do not have to attend summer remediation prior to entering 9th grade.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, and the arts. (Bulletin 741 §2313)

2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)

3. Each 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 the Louisiana Comprehensive Curriculum or a locally-developed and approved curriculum. (Bulletin 741 §2301)

4. Each LEA should adhere to the **suggested** and **required** minimum minutes for elementary grades. (Bulletin 741 §2313)

5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

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

The promotion of students with disabilities will be made in accordance with SBESE policies and the Sabine Parish Pupil Progression Plan. Promotion from one grade to another in Sabine Parish schools shall be based on the following Louisiana statewide criteria:

Requirements in Bulletin 741, Handbook for School Administrators

(1) Attendance Requirements

Students who have attained the age of 7 years shall attend a public or private day school or participate in an approved home study program until they reach the age of 17 years.

Students shall be expected to be in attendance every student activity day scheduled by the local educational governing authority.

Attendance Requirements:

Elementary students (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.
Local Promotion Requirements by Grade Level:

Kindergarten: For a student to be promoted to first grade, students must demonstrate proficiency in kindergarten skills, as defined in state content standards, by meeting the following **minimum** requirements below for reading, math, science & social studies:

Kindergarten Reading:

1. Scores at the Proficient or Advanced level on 85% of the remaining Language Arts standards **inclusive of**
   RF. K.1, Print Concepts
   RF. K.2, Phonological Awareness
   RF. K.3, Phonics and Word Recognition

Kindergarten Math:

1. Scores at the Proficient or Advanced level on 85% of Math Standards **inclusive of**
   K.CC.1: Count to 100 by ones and tens
   K.CC.3: Writes numbers 0-20
   K.CC.4: Understand the relationship between numbers and quantities
   K.G.2: Correctly name shapes regardless of orientation

Kindergarten Science & Social Studies

1. Demonstrate minimum proficiency of 75% of combined science and social studies standards on standards-based report.

Attendance Requirement:
1. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Emphasis will be placed on regular communication with parents/guardians through formal and informal conferences. The teacher is responsible for completing and issuing the performance report. Each teacher is to be responsible for any other markings such as behavior, work habits and attendance to class.

Grade 1: For a student to be promoted to second grade, students must demonstrate proficiency in first grade skills, as defined in state content standards, by meeting the

following **minimum** requirements below for reading, math, science & social studies:

Grade 1 ELA: Demonstrates proficiency of 85 % of Common Core State Standards.
Grade 1 Math: Demonstrates proficiency of 85% of Common Core State Standards.
Grade 1 Science/Social Studies: Demonstrate minimum proficiency of 75% of combined science and social studies standards on standards based report.

Attendance Requirement:

1. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Emphasis will be placed on regular communication with parents/guardians through formal and informal conferences. The teacher is responsible for completing and issuing the performance report. Each teacher is to be responsible for any other markings such as behavior, work habits and attendance to class.

Grade 2: For a student to be promoted to second grade, students must demonstrate proficiency in first grade skills, as defined in state content standards, by meeting the following **minimum** requirements below for reading, math, science & social studies:

Grade 2 Reading: Demonstrates proficiency of 90% of standards on standards-based report.
Grade 2 Math: Demonstrates proficiency of 90% of standards on standards based report.
Grade 2 Science & Social Studies: Demonstrate minimum proficiency of 75% of combined science and social studies standards on standards-based report.

Attendance Requirement:

1. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Emphasis will be placed on regular communication with parents/guardians through formal and informal conferences. The teacher is responsible for completing and issuing the performance report. Each teacher is to be responsible for any other markings such as behavior, work habits and attendance to class.

Grades 3-8: To be promoted, students in grades 2-8 must demonstrate proficiency in grade level skills as defined by state content standards, by meeting the following requirements:

1. Must make a minimum 67% passing grade in English language arts
2. Must make a minimum 67% passing grade in Reading.
3. Must make a minimum 67% passing grade in mathematics.
4. Must make a minimum 67% passing grade in at least 2 (two) of the following subjects: science, social studies, physical education.

5. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Fourth Grade: For a student to be promoted, items 1-6, must be met:
To be promoted, students must demonstrate proficiency in fourth grade skills, as defined by state content standards, by meeting the following requirements:

1. Score ***Basic*** or higher in either English or math and ***Approaching Basic*** or higher in the other subject on the LEAP (Louisiana Educational Assessment Program).
2. Must make a minimum 67% passing grade in English language arts
3. Must make a minimum 67% passing grade in Reading.
4. Must make a minimum 67% passing grade in mathematics.
5. Passing final course grade in at least (two) of the following subjects: social studies science, or physical education.

- Students retained in the 4th grade shall take all four components of the LEAP 21.
- For promotional purposes, a student shall score at or above the Basic/Approaching Basic combination achievement level on the English Language Arts and Mathematics components of the LEAP 21 **only one time.**

6. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Eighth Grade: For a student to be promoted, items 1-6 must be met:
To be promoted, students must demonstrate proficiency in eighth grade skills, as defined by state contents standards, by meeting the following requirements:

1. Score ***Basic*** or higher in either English or math and ***Approaching Basic*** or higher in the other subject on the LEAP (Louisiana Educational Assessment Program).
2. Must make a minimum 67% passing grade in English language arts
3. Must make a minimum 67% passing grade in Reading.
4. Must make a minimum 67% passing grade in Mathematics.

5. Passing final course grade in at least (two) of the following subjects: social studies, science or physical education.

6. ***Elementary students*** (grades K-8) shall be in attendance a minimum of 167 days (or 60,120 minutes) per school year to be eligible to receive credit for the courses taken. ***Elementary students*** (grades K-8) shall miss no more than 10 days during the instructional year in order to be promotable.

Grades 9-12

For a student to receive credit for courses taken, a passing grade in each course is required. Requirements for Graduation:

Entering Freshmen in 2010-2011 school year and thereafter

a. Will not have to take the GEE, thus the EOC tests will replace the GEE for graduation purposes.
b. Must pass three (3) End-of-Course tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or American History.

Entering Freshmen in 2008-2009 and beyond

a. Earn 24 Carnegie units as defined by the Louisiana Core 4 Curriculum.
b. Pass all applicable components of Graduation Exit Examination (GEE) and/or LAA2. SBESE is developing procedures for students to "opt out" of the Louisiana Core 4 Curriculum at the end of their sophomore year. SBESE is also developing End of Course tests for selected courses.

Entering Freshmen in 2005-2006 through 2007-2008

a. Earn 23 Carnegie units as presented by SBESE
b. Pass all applicable components of Graduation Exit Examination (GEE) and/or LAA2.

Effective for 2005-2006 incoming freshmen and thereafter, three units of mathematics shall be required for graduation. All students must complete one of the following:

a. Algebra I (1 unit); or
b. Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units); or
c. Integrated Mathematics I (1 unit).

1. The remaining unit(s) shall come from the following: Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.

Grades 9-12 Students with Disabilities

Eligibility Criteria to Receive a High School Diploma

a. The State Department of Education may grant a GEE/LAA2 waiver for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) in which a student can earn a high school diploma if the student:
   - meets all other graduation requirements as stated in Bulletin 741,
   - passes 2 of the 3 required components (English language arts or mathematics and either science or social studies) of the GEE and/or LAA2 and the State Department of Education review determines the student's disability significantly impacts his/her ability to pass the final component,
   - participates in each remediation session offered by the school district in the required component area(s) not passed, and
   - retests on the required component area(s) not passed each time it is offered.

b. If the student participates in LAA2 and does not pass the 3 required components or does not meet eligibility for the waiver, the student will be eligible for a Certificate of Achievement.

c. If the student earns the required state and local Carnegie units, meets attendance requirements, passes the 3 required components of the GEE and/or LAA2, then the student would be able to earn a high school diploma.

Eligibility Criteria to Receive a Certificate of Achievement

A Certificate of Achievement is an exit document issued to a student with a disability after he/she has achieved certain competencies and has met specified conditions as required by SBESE.

LAA1

Eligibility criteria:

a. A student with an exceptionality of Profound Mental Disability, Severe Mental Disability, or Moderate Mental Disability.

b. A student with an exceptionality of Multiple Disabilities, Traumatic Brain Injury, or Autism who functions like a student with a significant cognitive disability.

c. A student, possibly, though unlikely, with some other exceptionality, who may function like a student with a significant cognitive disability.

LAA2

Eligibility criteria:

a. The student scored at the *Unsatisfactory* level in English language arts and/or mathematics on the previous year's LEAP/*i*LEAP/GEE or participated in LAA1.

b. The student has an IEP with goals based on academic content standards for the student enrolled grade and the student requires support to access the general education curriculum.

c. The student's progress to date, in response to appropriate instruction designed to address the student's individual needs is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP.

d. The decision to include the student in LAA 2 is not solely based on the following:

1. the student's placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. the student's reading level
6. the student's disability according to Bulletin 1508
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the regular State assessment

The receipt of a Certificate of Achievement does not limit a student's continuous eligibility for services under IDEA unless the student has reached the age of 22.

Remediation and retake opportunities will be provided for students who do not pass the test.

The Sabine Parish school system will notify each student, and parents or guardian, of the requirement of passing the Graduation Test prior to or upon the student entering the 10th grade. Students transferring to any high school will be notified of the requirement of passing the Graduation Test upon entering the school system.

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

Due to a lack of funds, the required elementary foreign language program for academically able students in grade 4-8 will not be implemented. Sabine Parish was not able to secure teachers to offer an elementary foreign language program. Academically able students, those who are on or above grade level, would receive instruction

scheduled within the language arts block for 150 minutes per week. A waiver for full implementation of the elementary level foreign language program requirements for the 2012-2013 school year has been granted by the State Department of Education. (See Appendix for foreign language waiver letter.)

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

  On Grade Level - A student performing "on grade level” is one who consistently demonstrates mastery of the grade level expectations for the expected grade.

  - List the model program sites.

  Sabine Parish was not able to secure teachers to offer an elementary foreign language program for academically able students in grades 4-8, therefore a model site could not be established for the 2012-2013 school year.

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

  The foreign language program will be offered in the language arts or enrichment blocks; however, Sabine Parish Public Schools has been granted a waiver from full implementation of the elementary foreign language program. (See Appendix).

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

V. Promotion 9 – 12

A. Carnegie Credit Time Requirements

1. 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: (Bulletin 741 §907)

   a. 10,620 minutes for a six-period schedule;

   b. 9,103 minutes for a seven-period schedule; and

   c. 7,965 minutes for eight-period or 4 x 4 block schedules.

   d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.

   e. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

   f. For distance learning courses, time requirements do not apply. (Bulletin 741 §2395 A.2.)

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

Promotion is made on the basis of earned course credit in the regular program of studies and on the number of years in high school. Course credits earned for each school year are totaled and grade placement for regular education students and students with disabilities pursuing a high school diploma is determined according to the following:

- Classification in grade 9 (freshman) is accomplished when a student meets the promotional requirements for grade 8.
- Classification in grade 10 (sophomore) occurs when a student has completed one year in high school and has earned 5 units, 4 of which are required.
- Classification in grade 11 (junior) occurs when a student has completed two years in high school and has earned 10 units, 7 of which are required.
- Classification in grade 12 (senior) occurs when a student has completed three years in high school and has earned 16 units, 10 of which are required.

Course credit is earned when a student's final average for the course is 67% or higher and the student has met the minimum attendance requirements. If course credit is not earned, the student may retake the course during the regular school year. Upon meeting these criteria, the student will be eligible for the next appropriate level course. Upon meeting these criteria, the student will be eligible for the next appropriate level course. For semester courses, each quarterly grade will have 2/5 weight and the final examination 1/5 weight to compute the semester average. For two semester courses that do not require an End-of-Course test, each semester will be averaged using the same weight as for a one semester course; the final averages will be computed by totaling the two semester averages and dividing by two.

To ensure that every student receives an adequate academic background to continue his/her education after high school and to master skills and competencies for employment, students must schedule a balance of required and elective courses.

Parents of students with academic deficiencies will be notified through progress reports at the mid-point of each quarter.

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

Principals may recommend awarding credit in one-half unit increments to a student enrolled in an approved full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 67% or higher and the minimum days of attendance during the semester.) (Bulletin 741 Section 2331 Band 2331 C).

(a) Correspondence courses approved for Carnegie Credit by the Louisiana Department of Education and approved by the principal of a student's school will be recorded on the permanent record as separate one-half unit credit or as full one unit credit depending upon the manner in which credits are awarded by the approved correspondence school.
(b) With legitimate cause, the principal may authorize a student to drop a course within the first two weeks (ten school days) of a course without scholastic penalty. After ten days, students who are authorized by the principal to drop a course will withdraw with a failing grade and that grade will be averaged into his/her final grade point average. All adds/drops should be done during the first 10 school days. Beginning with the 11th school day, all courses on the schedule will count as a course pursued. Courses may be dropped for % credit at midterm (prior to the start of the 4th six weeks). Courses for % credit added at midterm may be dropped during the first 10 days of the 2nd semester.

B. High School Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741 (revised 2010).
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College and Career Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
    a. Students who entered the ninth grade prior to 2008-2009,
    b. Students entering the ninth grade in 2008-2009 and beyond who are completing the Louisiana Core 4 Curriculum, and
    c. Students entering the ninth grade in 2008-2009 and beyond who decide after their second year of high school to complete the Basic Core Curriculum.
4. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
    a. Any student who is at least fifteen years of age or will attain the age of fifteen during the next school year who scored at least at the *Approaching Basic* level on either the English Language Arts or Mathematics component of the eighth grade LEAP test and meets the criteria established in the Pupil Progression Plan of the LEA where the student is enrolled may be promoted to the ninth grade for the purpose of pursuing a career diploma. (Bulletin 1566 §503)
        i. The student must successfully complete the LEAP summer remediation program in the subject area of the component of the eighth

grade LEAP test on which he/she scored at the *Unsatisfactory* level and must take the summer retest.

ii. Acceptable Attendance Standards: For the 2009-2010 school year, students must meet the attendance requirements in the Pupil Progression Plan. For 2010-2011 and following, students must meet the state minimum attendance requirements to be eligible to receive grades.

iii. Acceptable Behavior Standards: Students must meet the behavior requirements in the Pupil Progression Plan.

iv. A student must participate in a dropout prevention and mentoring program approved by the BESE during his first year in high school. Acceptable programs include research-based dropout prevention programs such as Jobs for America's Graduates Multi-Year Program, Graduation Coach Program, or the school district may submit to the DOE a proven-effective, research-based dropout prevention and mentoring program other than the two listed above for approval by BESE. All programs must include the following components:

(a) An academic catch-up component to address all the areas of student deficiency,

(b) An adult mentoring component with an emphasis on workforce awareness and readiness,

(c) Work awareness and work readiness skills component, and

(d) A work-based learning component, such as job shadowing/job exploration/paid internships.

b. Every student who seeks to pursue a career diploma shall have the written permission of his/her parent or other legal guardian on the Career Diploma Participation Form after a consultation with the school guidance counselor or other school administrator. The student and parent must be informed of the advantages and disadvantages of the different diploma pathways. The signature of the student and parent or guardian indicates that a determination has been made that the pursuit of a career diploma is appropriate and in the best interest of the student. The school principal shall also sign the form, acknowledging that appropriate counseling has taken place. (Bulletin 1566 §503)

►List the acceptable behavior requirements for students who are being promoted to the ninth grade in the career diploma pathway and who have not met the LEAP promotional standard for entering the ninth grade.

All students should adhere to the expectations and behavior policies outlined in district policy and reflected in the students' handbook.

►List any other local requirements for students entering the career diploma pathway who are at least fifteen years of age or will attain the age

of fifteen during the next school year and who did not meet the promotion standard, but who score *Approaching Basic* on either the math or English component of the eighth grade LEAP test.

The district adheres to the entrance requirements established by the state for enrollment in the career diploma pathway.

5. Prior to the beginning of the school year, students may switch from the Career Diploma pathway to the College and Career Diploma pathway or vice versa, provided all requirements are met. (Bulletin 741 §2317 G. and H.)
6. All ninth graders in the College and Career Diploma pathway will be enrolled in the LA Core 4 curriculum. After the student has attended high school a minimum of two years, the student, with parental permission, may choose to complete the LA Basic Core Curriculum, provided all the requirements are met.
(Bulletin 741 §2318 A.)
7. In addition to completing a minimum of 23 or 24 Carnegie credits, students must meet the assessment requirements to earn a College and Career diploma or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
   a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
      i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
   b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
      i. English II or English III
      ii. Algebra I or Geometry
      iii. Biology or American History
   c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. Any student entering the ninth grade having scored *Unsatisfactory* in math and/or English on the eighth grade LEAP test must enroll in and pass a high

school remedial course approved by BESE in the *Unsatisfactory* subject(s) (English Language Arts and/or Mathematics) before earning Carnegie credit for any other English or mathematics course. (Bulletin 1566 §503 B.)

C. Scheduling

1. The purpose of scheduling within available time frames and staff resources shall be to meet the educational needs of students. (Bulletin 741 §901)
   a. 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.
2. 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.
   a. By the end of the eighth grade, each student, including students with disabilities, shall develop, with the input of his family, an Individual Graduation Plan (IGP). Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
   b. Each student's IGP shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
   c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and IGP for students in grades 8-12.
3. 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.

VI. Retention Policy

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

It is highly recommended that a student be retained no more than one time in grades K-3, one time in 4th grade, and one time in grades 5-7.

If a student does not meet promotional requirements for a second time in grades K-3, SBLC and school personnel in collaboration with the parents shall develop and implement an intervention plan to address the student's instructional needs.

Students who meet the State and/or local criteria for promotion to the next grade level will be promoted, not retained.

In grades K-8, a student who does not meet local promotion criteria at the end of the school year, but has been retained one or more years because of local or

State criteria will have the retention decision determined by the SBLC with approval of the principal based on a comprehensive analysis of the student's cumulative data (grades, testing, age, interventions, attendance, etc.)

In grades 9-12, retention is based on Carnegie units of credit earned on a course-by-course basis.

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

Students who do not meet the requirements for promotion as defined on the appropriate Promotion Checklist will be retained. The School Building Level Committees (SBLC) in the various schools will make final decisions after reviewing the following criteria:

- Previous retention record
- Social/physical maturity and age of students
- Previous and most recent profile results on the state-mandated
- Assessments Academic achievement to date as recorded in the student's cumulative folder
- Criterion reference test scores

A student who has failed to meet promotion criteria for the second time in a given grade shall be referred to the School Building Level Committee (SBLC) for placement in the next grade and/or to the Pupil Appraisal Team for further testing.

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

To prevent student retention at the lower grades, the Sabine Parish School System utilizes the following intervention/remediation strategies:

A. Preschool classes are provided for some at-risk three & four year olds.
B. Teacher-pupil ratios are kept as low as reasonably possible through the utilization of federal and district funds. In no case does it exceed the class sizes allowed in Bulletin 741.
C. Lower elementary schools are staffed with additional teachers to provide supplementary instruction for at-risk students. These include, but are not limited to, Interventionists, paraprofessionals, literacy, and math resource teachers.
D. Unless a parent objects, every child in grades kindergarten through third is screened, at least once, for the existence of impediments (e.g., dyslexia and related disorders, attention deficit disorder, social and environmental factors) to a successful school experience.
E. Professional development in effective instructional practices is provided for teachers and administrators.
F. District-developed assessments are administered throughout the school year

to assess mastery of grade level expectations and to provide information for instructional planning.

G. School-building level committees serve as problem-solving teams and develop interventions for at-risk students.

Grades K-3 Reading: Using DIBELS screening results and core reading tests, teachers plan interventions based on individual student need. Student progress is monitored to determine growth or if a change in interventions is needed.

Grades K-3 Math: Using STEEP screening results and core math tests, teachers plan interventions based on individual student need. Student progress is monitored to determine growth or if a change in interventions is needed.

Grades 4-High School Reading: Using STEEP screening results and core reading tests, teachers plan interventions based on individual student need. Student progress is monitored to determine growth or if a change in interventions is needed.

Grades 4-High School Math: Using STEEP screening results and core math tests, teachers plan interventions based on individual student need. Student progress is monitored to determine growth or if a change in interventions is needed.

VII. Acceleration

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

ACCELERATION IN ELEMENTARY AND MIDDLE SCHOOLS, GRADES K-8

Accelerated promotion is designed for students with exceptionally high achievement who may benefit from assignment to the next higher grade level. Accelerated promotion for a student below the ninth grade level shall be directed to the SBLC. The recommendation of the SBLC shall be made to the principal, the Director of Curriculum, Instruction and Assessment and the Director of Student Supports for their review. Final decisions for accelerated promotion shall be made by a district-level committee appointed by the Superintendent of Schools. Local policy relative to accelerated promotion shall not supersede State policy.

Grades 6-8: Students in grades 6-8 who meet academic requirements may take honors courses in mathematics. Seventh grade students who meet academic requirements may take Advanced 7th Grade Math. Eighth grade students who meet academic requirements may earn high school credit in Algebra I.

7th grade Advanced Math

The following criteria must be met to be eligible for the 7th grade Advanced math course which will cover 7th and 8th grade GLEs: final grade 90% or better in 6th Grade Math, *i*LEAP score of advanced or mastery, score of 67% or higher on the Sabine Parish GLE Grade 7 Mathematics Test, teacher/administrator recommendation, and parent/student contract.

8th grade Algebra I

The following criteria must be met to be eligible for the 8th Grade Algebra I class: final grade 90% or better in 7th Grade Advanced math, *i*LEAP score of Advanced or Mastery, a score of 67% or higher on the DOE's Grade 8 GLE exam or a locally developed Grade 8 GLE exam if a DOE exam is not available, teacher/administrator recommendation, and parent/student contract.

Middle School Acceleration:

Middle school students intending to take a course for Carnegie credit must demonstrate mastery of the eighth grade grade-level expectations in that content area by passing an exam developed by the DOE or a locally developed exam if a DOE exam is not available, before taking the high school course. In order to be prepared for the exam, students should successfully complete an accelerated seventh grade course in that content area that addresses both the seventh and eighth grade grade-level expectations. Upon successful completion of the course with at least a 90%, the LEA shall use the following criteria to determine student readiness and placement for the Carnegie credit course:

- Student mastery of the eighth GLEs by passing either the DOE's or a locally developed Grade 8 GLE exam if a DOE exam is not available. Passing is defined as 67% or above.
- Student must have a score of Advanced or Mastery on the current year standardized test.
- Teacher/Administrator recommendation
- Parent/Student Contract

Middle school students may receive Carnegie credit for successfully completing the high school course provided that:

- the time requirement for the awarding of Carnegie credit is met (§907);
- the student has mastered the established high school course standards for the course taken;
- the teacher is certified at the secondary level in the course taught, or the student has passed a credit examination in the subject taken.
- Students who are repeating the eighth grade because they have scored unsatisfactory on the mathematics and/or English language arts components of LEAP shall not take or receive Carnegie credit for any high school courses in a content area in which they scored unsatisfactory on the eighth grade LEAP.

Grades 9-12

A student must meet the criteria discussed under each of the following procedures designed to accelerate the progress of the student at the secondary level (grades 9- 12). All policies and procedures established in Bulletin 741, Section 2327 must be adhered to Acceleration in the high school years is based on the number of credits earned. However, there is opportunity for a student to pursue his/her area of interest through advanced courses in specific areas.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a locally developed Proficiency Examination for eligible courses as outlined in the policies and standards listed in section 2323 of *Bulletin 741: Louisiana Handbook for School Administrators*. All proficiency tests are to be requested through the District Test Coordinator in conjunction with the curriculum department.

Advanced Placement Program

Principals and students will follow guidelines as prescribed in section 2325 of Bulletin 741.

High School credit shall be granted to a student successfully completing an Advanced Placement course or a course designated as Advanced Placement regardless of his test score on the examination provided by the College Board.

High School Credit for College Courses (Dual Enrollment)

(Applies to students attending college part-time)

Principals and students will follow guidelines A. through E. for Early College Admissions as prescribed in section 2329 and guidelines B. through I. of section 2327 of Bulletin 741 when engaged in dual enrollment classes.

Early College Admission Policy

Prior to graduation from high school, students of high ability may be admitted to a college on a full-time basis provided that they meet the criteria stated section 2329 in *Bulletin 741: Louisiana Handbook for School Administrators*.

Louisiana Virtual School Courses:

Students will have the opportunity to participate in online courses via the Louisiana Virtual School only in the event that the high school in which they student is enrolled does not offer the course, unless extenuating circumstances (i.e. scheduling conflicts) as recommended by the principal.

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

ACCELERATION IN ELEMENTARY AND MIDDLE SCHOOLS, GRADES K-8

Accelerated promotion is designed for students with exceptionally high achievement who may benefit from assignment to the next higher grade level. Accelerated promotion for a student below the ninth grade level shall be directed to the SBLC. The Recommendation of the SBLC shall be made to the principal, the Director of Curriculum, Instruction and Assessment and the Director of Student Supports for their review. Final decisions for accelerated promotion shall be made by a district-level committee appointed by the Superintendent of Schools. Local policy relative to accelerated promotion shall not supersede State policy.

Grades K-12

Students identified as gifted according to Bulletin 1508 are provided expanded experiences based on their individual needs as determined by IEP committees.

Decisions about acceleration are made during the scheduling process by school personnel as determined by SBLC.

Opportunities for acceleration within a grade or course are provided by the individual classroom teacher.

Grades 6-8
Students in grades 6-8 who meet academic requirements may take honors courses in mathematics. Seventh grade students who meet academic requirements may take Advanced 7th Grade Math. Eighth grade students who meet academic requirements may earn high school credit in Algebra I.

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

See previous section above. Grade classification in grades 9-12 is determined by credits earned and number of years in high school.

► Describe any policies governing services for gifted students.

Students who are identified by professionally qualified persons as possessing abilities, which require differentiated educational experiences in order to develop to their fullest potential, may be referred for possible placement in the Sabine Parish Gifted Program. This program provides:

- experiences that will expand a student's knowledge;
- opportunities to pursue higher level thinking processes;
- activities that improve independent study;
- experiences in creative, cognitive, and communicative endeavors; and
- Opportunities to develop emotionally and socially.

The needs of gifted students, consistent with strengths and support needs included in the student's evaluation and IEP will be addressed through implementation of a differentiated curriculum in the areas of language arts, social studies, science, and mathematics. The objective of the program is to develop the academic abilities of the gifted student in Preschool - Grade 12.

Various opportunities and options are provided in the curriculum to accommodate the individual needs of the student. In-depth study is encouraged; there is more intensive critical reading and writing, social studies, science, and/or mathematics; students are challenged to become active participants in their education.

The definition of gifted, as well as criteria for eligibility, follows the Louisiana State mandates as outlined in *Bulletin 1706* and the *Pupil Appraisal Handbook*.

A. Carnegie Credit for Middle School Students

1. Students who intend to take a GLE-based course for Carnegie credit in middle school should successfully complete a seventh grade course in that content area that addresses both the seventh and eighth grade GLEs. Upon completion of the course, the LEA shall administer a test based on the eighth grade GLEs. The LEA shall publish in its Pupil Progression Plan the criteria for placement of students in the Carnegie credit course, one of which shall be the student's performance on the eighth grade GLE test. Other suggested criteria include the student's performance in the seventh grade course, standardized test scores, and teacher recommendation. All policies regarding Carnegie credit for middle school students are found in Bulletin 741 §2321.

► List the LEA requirements for placement of middle school students in Carnegie credit courses.

A middle school student shall be eligible to receive high school Carnegie unit credit in accordance with §2321 of Bulletin 741.

To be eligible to enroll in a Carnegie credit course in middle school, a student shall complete a seventh-grade course in that content area that addresses both the seventh and eighth-grade GLEs (Grade Level Expectations). The student shall also complete a test based on the eighth-grade GLEs. The student's performance on the GLE test as well as other criteria such as course grades, standardized test scores and teacher recommendations shall be used to determine eligibility to enroll in a Carnegie credit course.

B. Early Graduation

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

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

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

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

Students who plan on graduating in less than four years will have an opportunity to do so provided they meet all state requirements for graduation. Parents and students interested in pursuing early graduation should contact the school counselor to discuss the possibility of earning a diploma in less than four years. Parent and student requests for graduating in less than four years must be submitted in writing to the school principal. A meeting of school officials, the parent, and the student will be held to review the request and modify the Individual Graduation Plan, if appropriate.
Students who graduate in less than four years can participate in graduation exercises. However, there will not be a midterm graduation ceremony.

C. Accelerated Student Achievement Pathway Program

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

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

The Sabine Parish School Board Online Learning Program is intended to help students succeed academically and ultimately graduate in his/her chosen Louisiana Diploma Pathway by delivering educational services in a flexible, time-efficient manner.

Online Learning, beginning in summer 2011, is available to all secondary students enrolled in Sabine Parish. Available courses will be designed to meet all course expectations set forth by the Louisiana Department of Education. Online learning provides students an opportunity to accelerate acquisition of Carnegie credit in approved core or elective content classes by allowing each student to work at his/her own pace to complete course requirements. Students enrolled in online learning opportunities are not required to meet attendance or seat-time requirements.

Students that successfully complete online course(s) will be eligible for participation in all GPA awards, special recognition, graduation ceremonies, clubs, athletics, and all other school-based programs and activities. School administration will be responsible for notifying students and parents of online learning opportunities provided by the SPSB.

Facilitators will be responsible for maintaining consistent communication with students, parents, and administrators concerning the progress of each student. Facilitators will be paid a fee of $100 per student who completes the online course. Facilitating online learning courses is a supplementary teaching position and shall not be done within normal school hours. Any facilitator who violates this responsibility will be removed from his/her duties and will not receive payment for service.

Each online teacher facilitator will serve students from multiple school sites. Online class enrollment shall not exceed 15 students. Students and parents will be responsible for fulfilling the requirements of the online learning contract. Any student not fulfilling the course requirements will receive a grade of "F" on his/her high school transcript and will be responsible for reimbursing the SPSB for all online fees.

Any student not completing and passing an online course shall retake the course during normal hours in a traditional classroom setting and online learning opportunities will not be made available to the student for a minimum of one full semester.

VIII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.

2. R.S. 17:394–400 is the established legislation for the remedial education programs.

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

B. Purpose

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

C. State Mandatory Requirements

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

    a. For the Graduation Exit Examination (GEE) and LEAP Alternate Assessment, Level 2 (LAA 2) 50 hours of remediation per year shall be provided to students in each content area (English Language Arts, Mathematics, Science, and Social Studies) they do not pass. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.

    b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 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.

        i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

        ii. 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, including accommodations.

        iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.

        iv. 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.

e. Each LEA shall provide transportation to and from the assigned LEAP Remediation summer site(s) from, at a minimum, a common pick up point.

D. Local Program Development and Evaluation

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

►School Year Intervention/Remediation Program

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

  Students receiving intervention/remediation in any area will be able to pass the LEAP.

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

  All students who scored *Approaching Basic or Unsatisfactory* on ELA and/or mathematics on their previous year's LEAP or *i*LEAP tests are eligible for school year intervention/remediation. For students entering without LEAP OR *i*LEAP tests data, grades and teacher recommendation determine eligibility. Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.

- 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?

  Class size and pupil/teacher ratio for remediation will adhere to regulations of the State Board of Elementary and Secondary Education, per grade level as stipulated in Bulletin 741. Pupil/teacher ratio for remediation varies from 1-1 to regulation class size, as situations require.

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

  LEAP Remediation instructional times shall include

  a. High school - Total instructional time will be at least 50 hours.
  b. Middle and elementary school - Total instruction time will be at least 50 hours.
  A minimum of 45 hours is required in attendance at all levels.

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

  The school year intervention/remediation programs begin at various times during the school year.

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

Teachers providing remediation are certified in elementary education or in the subject area for which the instruction is offered. Paraprofessionals working under the direct supervision of a certified teacher must meet qualifications as established by NCLB and local criteria for all paraprofessionals.

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

Remediation is provided through elective courses, in-school sessions, and/or after-school sessions during the regular school year. Remediation instruction is based on student needs after examination of each LEAP student profile. Instruction and assessment include activities addressing GLEs, district-adopted materials, model science/social studies lessons, and activities developed by the district specifically for the remediation program. Methods and materials supplement and reinforce the methods and materials used in the regular program and other remedial programs.

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

  Parents of students who refuse remediation services are asked to sign a waiver of attendance.

- Describe how science and social studies remediation is implemented.

  Remediation instruction is based on student needs after examination of each LEAP student profile. Instruction and assessment include activities

addressing GLEs, district-adopted materials, model science/social studies lessons and activities developed by the district specifically for the remediation program. Methods and materials supplement and reinforce the methods and materials used in the regular programs and other remedial programs.

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

  Federal, state, and local education funds and local in-kind services are utilized to implement school year remediation programs. When scores are released, district staff meets to plan and coordinate the best utilization of personnel and funds. Additional meetings are held throughout the school year to plan the most efficient use of available funds.

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

  Evaluations of the school year remediation program are completed and submitted to the Louisiana Department of Education. The evaluation process includes an examination of the number of students attending school year remediation, the number of hours attended, the number of students achieving passing status and higher achievement levels, and the effectiveness of curriculum materials and instructional strategies.

►Summer Remediation Program

- List the objectives for your summer remediation program.

  Students receiving remediation in any area will be able to pass the LEAP retest.

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

  All students who fall below the *Basic/Approaching Basic* achievement level on the spring LEAP (ELA and/or mathematics) tests are eligible for summer remediation. All 4th and 8th grade LAA2 students are eligible for sum remediation.

- 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 ratio is 15:1.

- 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.

  Students in grades 4 and 8 are provided a total of 52 hours remediation per subject in each area they do not pass. Students attend M-F beginning in May through July retest dates.

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

  Teachers providing remediation are certified teachers. Paraprofessionals working under the direct supervision of a certified teacher must meet qualifications as established by NCLB (No Child Left Behind) and local criteria for all paraprofessionals.

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

  Remediation instruction is based on student needs after examination of each LEAP student profile. Instruction and assessment include activities addressing GLEs, district-adopted materials and activities developed by the district specifically for the remediation program. Methods and materials supplement and reinforce the methods and materials used in the regular program and other remedial programs.

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

  Notice of remediation opportunities are sent to the home of each eligible student. Parents may refuse the remediation services by returning the notice with a signature denoting refusal to participate. If a signed copy of the notice is not returned, it is considered a refusal to participate. Students in grades 4 or 8 who do not participate in summer remediation and/or do not take the retest will not be considered for an override, wavier, or appeal by the SBLC.

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

  Federal, state, and local education funds and local in-kind services are utilized to implement LEAP remediation programs. When scores are released, the district staff meets to plan and coordinate the best utilization of personnel and funds.

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

Evaluations of the remediation program are completed and submitted to the Louisiana Department of Education. The evaluation process includes an examination of the number of students attending remediation, the number of hours attended, the number of students achieving passing status and higher achievement levels, and the effectiveness of curriculum materials and instructional strategies. Each school keeps records of all students who fail any portion of LEAP, including the following information:

- student name
- grade level
- attendance for regular school year and remediation programs
- LEAP test results
- LEAP retest results

►GEE, LAA 2, and EOC Remediation

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

- Program Description
  - Student selection criteria

    All students who scored at the *Unsatisfactory* achievement level on the spring GEE are eligible for GEE remediation (all subjects). LAA2 students who scored *less than Approaching Basic* are eligible for and encouraged to attend GEE remediation.

8th Grade LA2

Students taking the 8th grade LA2 assessment that scores BELOW Approaching Basic on EITHER the Math or ELA portion will be required to attend summer remediation prior to entering 9th grade. Students scoring APPROACHING BASIC on EITHER the Math or ELA portion can attend summer remediation at the principal's discretion. Students scoring BASIC on BOTH portions of the assessment do not have to attend summer remediation prior to entering 9th grade.

  - Pupil/Teacher ratio

    The ratio is 15:1.

  - Instructional time

    Students in grades 10-12 are provided a total of 50 hours of remediation per subject in each area they do not pass.

  - Selection criteria for teachers and/or paraprofessionals

    Teachers providing remediation are certified in the subject area for which the instruction is offered. Paraprofessionals working under the direct supervision of a certified teacher must meet qualifications as established by NCLB and local criteria for all paraprofessionals.

- Materials and methodology to be used

  Remediation instruction is based on student needs after examination of each GEE student profile. Instruction and assessment include activities addressing GLEs, district-adopted materials, model science/social studies lessons, and activities developed by the district specifically for the remediation program. Methods and materials supplement and reinforce the methods and materials used in the regular program and other remedial programs.

- Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply

  GEE Remediation is provided through in-school and after-school tutoring, regularly-scheduled classes, and in the GEE summer remediation program. As state guidelines for EOC remediation are published, Sabine Parish will implement those guidelines.

- Documentation of students' and parents' refusal to accept remediation

  Notice of remediation opportunities are sent to the home of each eligible student. Parents may refuse the remediation services by writing a letter with a signature denoting refusal to participate. Students who are eligible for remediation may be automatically listed in the attendance roster for school year remediation and are marked absent when they do not attend a remediation session.

- Plan for coordination of state, federal, and local funds for remediation

  Federal, state, and local education funds and local in-kind services are utilized to implement GEE remediation programs. When scores are released, the district staff meets to plan and coordinate the best utilization of personnel and funds.

- Evaluation plan for documenting evidence of achievement/growth of students

  Evaluations of the remediation program are completed and submitted to the Louisiana Department of Education. The evaluation process includes an examination of the number of students attending remediation programs, the number of hours attended, the number of students achieving passing status and higher achievement levels, and the effectiveness of curriculum materials and instructional strategies. Each school keeps records of all students who fail any portion of GEE

IX. Alternative Schools/Programs/Settings

A. Definition

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

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

Sabine Parish Board Policy IDDG CF:JDD,JDE authorizes the provision of an alternative education/behavior program. Sabine Parish Board Policy IDG authorizes the provision of adult education programs. Upon approval by the Board, the Pupil Progression Plan also serves as policy addressing alternatives to regular placement.

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

Sabine Career Academy (SCA)

1. A 5th – 12th grade student who otherwise would be expelled may be permitted to attend Sabine Career Academy, if eligible, in lieu of expulsion and upon recommendation of the Child Welfare and Attendance Officer.

2. A 5th – 8th student who has entered the "Secondary" level of PBIS may be placed on a short-term basis at the Sabine Career Academy as stated in the student's individual Behavior Educational Program (BEP) after a third suspension and as recommended by the Child Welfare and Attendance Officer. The number of days in a short-term basis is determined by the Child Welfare and Attendance Officer in an official meeting held at the school with the Student, Parent, Teacher, Principal or designee, and the Child Welfare and Attendance Officer.

3. A student who is at least 16 years of age, academically at-risk, and/or in danger of not graduating may enter the GED program which is housed at the Sabine Career Academy upon recommendation of the Child Welfare and Attendance Officer.

4. Exceptions to the grade-level of students and other guidelines for placement as stated above may be considered by the Child Welfare and Attendance Officer.

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

Adult Education

A. Educational Objectives

(1) To provide for the initiation, maintenance and expansion of instructional offerings in basic academic and life-coping skills through programs of adult

education that will enable all adults to acquire the basic skills necessary to function in society.

(2) To enable adults who so desire to continue their education to at least the level of completion of secondary school.

(3) To make available to adults the educational means to secure training that will enable them to become more employable, productive, and responsible citizens.

B. Criteria for Selection of Students *for Enrollment*

(1) Is *17* years or older, 16 years meeting specific approved criteria, with parental consent and approval of district school Superintendent, or his/her designee.

(2) Lacks sufficient basic skills to enable him to function effectively in society.

(3) Does not have a certificate of graduation from a school that provides secondary grades.

(4) Has not achieved an equivalency secondary or elementary level of education.

(5) Is not currently required to be enrolled in school.

B. Connections Process

1. Connections is a one-year process for over-age students to receive targeted instruction and accelerated remediation. Students who are 15 years of age and 2 or more grade levels behind are eligible to enter the process.

► Describe the local process for placing students in the Connections Process.

- 15 years of age during the school year;* AND
- 2 or more grade levels behind academically; AND
- The recommended score for entering the Connections Process is a TABE reading grade level score of 4.0. If a student does not meet the recommended TABE score but meets all other entrance requirements, he/she can enter Connections pending committee review

► Describe the components and requirements of the local Connections Process.

Committee Review

- Essential members include:
  - Counselor
  - Principal/Designee
  - Lead teacher/Jobs for America's Graduates (JAG) Specialist
  - Career and Technical Education (CTE) instructor
  - Special Education teacher, if SWD

- Parents and students will also attend committee reviews at least twice a year.

Assessments – Response to Intervention (RTI) Model

The RTI approach means students are regularly monitored to determine progress, and scientifically-based instruction and interventions are more regularly customized to meet an individual student's academic and behavioral needs.

TABE Testing

- All Connections students will be TABE-tested prior to or at the beginning of the year, mid-year, end of year, and according to the following guidelines:
  - All students will be given the TABE Locator by a TABE-Certified Test Administrator.
  - TABE pre- and post-testing will also be conducted by TABE-Certified Test Administrator.
  - In addition, testing may be conducted at intervals other than those mentioned if student attains the following while working in the specified content area:
    - Completion of an Individual Prescription for Instruction (IPI)* that is based upon test results.
  - Students awaiting summer LEAP scores will be TABE-tested during the first week of the new school year.
  - All students will be tested in reading, and depending on need, may also be tested in math and/or language

LEAP Testing

- All Connections students must follow the High Stakes Testing Policy (Bulletin 1566)
- All Connections students are required to take all parts of the 8th grade LEAP or LAA2 (if eligible).
- If a student has taken the LEAP/LAA2 previously and was unsuccessful, he/she will receive LEAP remediation and will retest after remediation.

Targeted Instruction: Reading and math intervention

- The school will provide intervention strategies for reading and/or math for students enrolled in Connections.
- Varying degrees of proficiency in English and math may be addressed by utilizing state-approved curricula/strategies.
- ELA and math remedial course offerings
- Differentiated instruction

- TABE to guide individualized instruction
    - Computer-assisted instruction
- Special Education and/or related services as specified in the SWD's individual education program (IEP)

X. Other Policies and Procedures

A. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.

2. Student records for the purposes of these Guidelines shall include the following:

    - 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. (Bulletin 741 §703)

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

Sabine Parish School District maintains the state required records as stated above.

B. Policies on Due Process

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

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

- Regular education students

Due Process involving placement may be initiated by an individual student, parent and/or teacher. If an appeal concerning placement is made by a student, parent/guardian, and/or teacher, it shall follow the proper lines of authority as outlined in the established grievance procedures of Sabine Parish.

- Students with disabilities

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

- Section 504 students

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

First Level: Any student, parent/guardian, and/or teacher having a question concerning placement shall first attempt to resolve the matter with the assigned teacher.

Second Level: If as a result of the appeal to the teacher, the matter is not resolved, the grievant shall then contact the principal, who in turn will involve the teacher(s), student, and parent/guardian concerned.

Third Level: If as a result of this conference, the matter is not resolved, the grievant shall make an appeal to the Superintendent or designee.

Fourth Level: If the placement of the student remains unresolved, the grievant shall submit an appeal in writing to the Superintendent within 15 days of the initial hearing giving the full details of his/her grievance.

Fifth Level: If the grievance is not resolved, after following the lines of authority appropriately, the grievant may request a review by the Board. The request shall be made in writing through the Superintendent, who shall attach all the papers relating to the appeal and shall, at the

option of the Board, hold a hearing with the grievant and render a decision within 30 days of receipt of the appeal. If the Board decides not to hold a hearing, the grievant shall be notified of this decision no later than 30 days after receipt of the appeal.

C. Legislative Guidelines

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

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

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

D. Other Policies and Procedures

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

1. the establishment of the number of school days, length of the school day, and other necessary guidelines for the operation of the schools;

2. provision of special educational and related services to exceptional students, in accordance with the IEP, for no fewer than 177 days or the equivalent during the normal 182-day school cycle;

3. the operation of special departments and special programs in each school;

4. the admittance of students to and the dismissal of students from special educational programs;

5. the exclusion of students with communicable diseases and their readmittance following their recovery (refer to §1131);

6. the control of communicable problems, such as lice and scabies (refer to §1131);

7. the care of sick or injured students, including notification of parents, in cases of emergencies that occur while students are under the jurisdiction of the school;

8. the administration of medication in schools (refer to §1129);

9. the operation of summer schools and extended school year programs for eligible exceptional students (refer to Chapter 25);

10. the disciplining of students with disabilities (refer to §131.);

11. the use of standard universal precautions by personnel when individuals have direct contact with blood or other body fluids and the provision of sanctions, including discipline, if warranted, for failure to use standard universal precautions;

12. the use of school buildings outside of regular school hours;

13. student access to the Internet (refer to §1709);

14. the prohibition against use of tobacco in schools, on school grounds, and on school busses (refer to §1143);

15. the prohibition of teachers from recommending that a student be administered a psychotropic drug and from specifying or identifying any specific mental health diagnosis for a student;

16. the prohibition of teachers from using a parent's refusal to consent to administration of a psychotropic drug or psychiatric evaluation, screening or evaluation as grounds for prohibiting a student from attending class or participating in school-related activities or as the sole basis of accusations of child abuse or neglect against the parent or guardian;

17. the notification of the parent or legal guardian of every student, in writing, of the proper process and procedures to follow in order to make a complaint or request information from the school or the school's governing authority:
    a. such information shall include, at a minimum, the name, address, phone number, and email address of the appropriate person to contact at each step of the prescribed process or procedure, and shall be updated, at least, on an annual basis;
    b. such information shall be incorporated into any existing policy or policies, code of conduct, or student handbook of the LEA or of each school under its jurisdiction;

18. the implementation of §2304 Science Education;

19. the school assignment of students in foster care (refer to §1109);

20. the electronic communications by an employee at a school to a student enrolled at that school (refer to §1141);

21. the inspection by qualified persons of all fire safety and prevention equipment, including fire alarm and smoke detection devices (refer to §1501);

22. the physical abuse of public school teachers and other school employees by students (refer to §521);

23. the collection of student biometric information (refer to §1149);

24. pre-service and ongoing grade-appropriate classroom management training for teachers, principals, and other appropriate personnel regarding behavioral supports and reinforcement, conflict resolution, mediation, cultural competence, restorative practices, guidance and discipline, and adolescent development;

25. a schedule for the retention and disposition of records; the schedule shall be approved by State Archives, as required by R.S. 44:411; and

26. appropriate responses to the behavior of students with exceptionalities that may require immediate intervention. (See for reference: *Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities)*

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.

State Terms:

Acceleration – the 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 the Bulletin 1508.
Alternate Assessment – the substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments.
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.
LEAP Summer Remediation Program – the summer school remediation program offered by the LEA for the specific purpose of preparing students to pass the LEAP summer retests in English language arts or mathematics.
Louisiana Educational Assessment Program (LEAP) – the state's testing program that includes the grades 3, 5, 6, 7 and 9 Louisiana Norm-referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English language arts, mathematics, social studies and science and the Graduation Exit Examination (English language arts, mathematics, written composition, science, and social studies).
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 developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by BESE. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by BESE before he or she can be recommended for promotion.
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 Programs – programs designed to assist students, including students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
Remediation – see Remedial Programs.

Response to Intervention- (RTI)- a general education process that provides students with high-quality, research-based instruction and interventions that are matched to the student's specific needs.
Retention – non-promotion of a student from a lower to a higher grade.

- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

ACT (American College Test) - Measures student achievement in English, mathematics, social studies and natural science as compared with students nationally and statewide.
Act 754 - Education for all Exceptional Children Act of 1977 Louisiana State Law which guarantees a free appropriate public education for all students with disabilities. It is designed to incorporate all of the current federal and state requirements pertaining to the identification and provision of educational services to exceptional children in Louisiana.
Advanced Placement: Secondary courses that are equivalent to first-year college courses. These courses are more comprehensive and more time consuming, but have the potential to generate secondary and college credit for the successful student.
Certificate of Achievement - An exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these Regulations unless the student has reached the age of 22.

1. The student has a disability under the criteria in the *Pupil Appraisal Handbook*.
2. The student has participated in alternate assessment.
3. The student has completed at least twelve years of school or has reached the age of twenty-two (not to include students younger than sixteen).
4. The student has met attendance requirements according to *Bulletin 741*.
5. The student has addressed the general education curriculum as reflected on the students' IEP.
6. Transition planning has been completed and documented.

Credit Recovery – A program which allows high school students to complete courses on a proficiency basis that they have previously failed.
Designated Courses – Advanced Placement, Honors, other advanced, and accelerated courses which use the expanded grading scale.
DIBELS – Dynamic Indicators of Basic Early Literacy Skills- screening instrument for students in grades K-3.
DSC- Developmental Skills Checklist
ELDA- English Language Development Assessment for ELL students
End of Course Tests – (EOC) Beginning in 2010-11, End of Course tests will replace the GEE for high school students. Students must pass one in each of the following categories:

• English II or English III
• Algebra I or Geometry
• Biology or American History

Specific guidelines for LAA2 students are included in the body of this document.

Exceptional Students – Students with disabilities as well as gifted and/or talented students.

Extended Standards – The Extended Standards capture the essence of the content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum. Alignment to the Extended Standards and modifications in the test and item format allow students with significant cognitive disabilities who are served under the IDEA amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. R.S. 17:24.4(F)(3) and R.S. 17:183.1–17:183.3 include LAA 1 in the Louisiana Educational Assessment Program.

Grade Level Expectations (GLEs) – Statements of what students are expected to know and be able to do at the end of each grade K-12 in core content areas.

Honors – Academic courses that require of students increased depth and breadth of study beyond the scope of the regular curriculum requirements.

IAP – Individual Accommodation Plan – A plan of classroom and testing accommodations afforded to students identified with an impairment that substantially limits a major life activity, as defined by Section 504 of the Rehabilitation Act of 1973, and as determined by the School Building Level Committee (SBLC).

IEP – Individualized Education Program – a written plan for educational services to be provided for students identified as exceptional under Individuals with Disabilities Education Act (IDEA), Bulletins 1706, and the Bulletin 1508.

IEP Committee – A committee composed of parent(s), regular education teacher, special education teacher, student, official designated representative, and other appropriate persons who review information and assist in making decisions regarding programming for a student identified as exceptional.

*i*LEAP – Louisiana's new assessment developed in response to No Child Left Behind. It is referred to as an integrated LEAP because it combines a norm-referenced test and a criterion-referenced test. It is administered at grades 3, 5, 6, 7, and 9.

Iowa Placement Test – Test administered to students who wish to enroll in the school system at grades 5 and 9 who have not taken and met the requirements for LEAP.

LAA1 – Alternate assessment for students with significant cognitive disabilities who are eligible to participate in LEAP Alternate Assessment Level 1 (LAA 1) as defined by the LEAP Alternate Assessment Level 1 Participation Criteria.

LAA2 – Alternate assessment for students with disabilities who are functioning significantly below enrolled grade level who are eligible to participate in LEAP Alternate Assessment Level 2 (LAA 2) as defined by the LEAP Alternate Assessment Level 2 Participation Criteria.

Parent – means a natural or adoptive parent of a student; a guardian but not the state if the student is a ward of the state; a person acting in the place of a parent of a student; or a surrogate parent who has been appointed.

SBLC – School Building Level Committee – The SBLC reviews all concerns under Section 504 of the Rehabilitation Act of 1973 and determines the need for interventions

and/or accommodations, referrals for Section 504 evaluations, referrals under the Individuals with Disabilities Education Act (IDEA), and eligibility under Section 504. The committee is comprised of a chairperson (administrator or counselor), teachers (to include the student's current classroom teacher), a pupil appraisal team member, and the parent of the referred student. (Parents are always invited, however, not required to attend.) Initial referrals are made to the committee on behalf of students who may be experiencing academic, behavioral, medical, or other difficulties that are affecting educational performance. The purpose is to provide children an equal opportunity for success in the classroom through the use of reasonable interventions and/or accommodations. The SBLC also makes determinations as to the promotion/retention of students and the decisions regarding placement in using criteria in the High Stakes Testing Policy and the Pupil Progression Plan.

Semester – six week grading period at the high school level and an eighteen week grading period at the K-8 level.

STEEP: System to Enhance Educational Performance

Term – eighteen week grading period.

APPENDIX B

Comprehensive Literacy Goals

Our common goals are the implementation of *Houghton Mifflin Reading, Handwriting Without Tears, Six +1 Writing & The Write Tools.*

Basic Implementation:

- Provide an uninterrupted Reading Block that is
  - 90-120 minutes in length for K-3 (30 minutes may be small group instruction at teacher table for Tier II.)
  - 65 minutes (minimum) in length for 4-6 grades.
- Complete all grade level themes by year end and work to keep pace with grade level teachers.
- Provide regularly scheduled Leveled Reading experiences for each reading group.

Assessment/Screening:

- Assess individual student reading levels using one or more of the following assessments: HM's Emerging Literacy Survey (K-1); HM's Leveled Reading Passages; RGR Beginning & Advanced Decoding Skills Survey.
- Administer the DIBELS *NEXT* for grades K-3 during the designated testing window (3 times per year).
- Administer iSTEEP for grades 4-12 during the designated testing window (3 times per year).
- Using teacher discretion regularly to assess student progress within themes utilizing varied methodologies including but not limited to Practice Book Assignments; Student Writing samples; observation checklists; Weekly Skills Test; Theme Skills Tests.

Intervention:

- Identify students requiring interventions based on universal screenings.
- Provide interventions, based on specific needs of students, outside of core instructional time:
  - Tier II – Supplemental Instruction (30 minutes daily) Group size 1:3, 1:4, or 1:5. May be conducted during small group instruction at teacher table.
  - Tier III- Intensive Instruction (60 minutes daily, i.e. two 30 minute segments). Group size 1:1, 1:2, or 1:3.

Progress Monitoring:

- Administer progress monitoring probes from DIBELS Next and iSTEEP every one to two weeks according to student needs.

Word Study: Teach and assess word study utilizing the Phonics/Vocabulary and Spelling components of *Houghton Mifflin Reading.*

Literacy Strategies/Graphic Organizers:

- Utilize a variety of graphic organizers/strategies including the 18 literacy strategies recommended within the Comprehensive Curriculum.

Writing Instruction:

- K-12 will utilize Six + 1 Traits writing in conjunction with the *The Write Tools* strategies as the primary method of instruction.
- Utilize a variety of graphic organizers/strategies including the 18 literacy strategies recommended within the Comprehensive Curriculum.

Handwriting:

- Handwriting instruction for grades PreK-4 shall be done using the Handwriting Without Tears materials and student workbooks.
- Grade 5-6 teachers should be familiar with the HWT Teachers Guide and reinforce the Handwriting Without Tears process.

Literacy Workstations:

- Grades K-6 shall provide an area within the classroom where students can work alone or interact with one another, using instructional materials to explore and expand their literacy. Provide a variety of activities to **reinforce and/or extend previous learning**, i.e. practice reading, writing, speaking, listening, and working with letters and words.

Extension: HM provides our core or baseline. Teachers are encouraged to extend Literacy opportunities beyond the core Literacy Block. Through grade level collaboration teachers should discuss/identify appropriate opportunities to enrich the reading core with classroom libraries, independent reading and literature study groups.

APPENDIX C

Comprehensive Mathematics Goals

- **By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics.**
- **Best Practices**
    - **Response to Intervention (RTI)**
    - **Data-Driven Decision Making**
    - **Meaningful Engaged Learning**
    - **Job-Embedded Professional Development**

Our common goals are the implementation of *DeepMath* to develop permanent mathematical understanding for all students in grades 1-8 and the implementation of the Louisiana Comprehensive Curriculum in Kindergarten and grades 9-12. DeepMath is a coherent, challenging curriculum which is faithful to the vision of the NCTM Standards, and which implements the recommendations articulated in publications such as Adding It Up (National Research Council) and Before It's Too Late (USDOE).

Basic Implementation:

- Provide a mathematics block that is:
    - 65 minutes (minimum) in length for K-6.
    - 50 minutes (minimum) for 7-8.
    - 50-55 minutes in length for 9-12.
- Complete all grade level lessons by year end and work to keep pace with grade level teachers.
- Daily use of test-released items as bellringers, closure, etc.

Assessment/Screening:

- Implement a universal screening of all students a minimum of three (3) times throughout the year to identify students needing intervention (Sept, Nov, Feb, & May)
- Set individual student achievement goals and work with students to ensure the goals are met.
- Administer iSTEEP for grades K-12 during the designated testing window (4 times per year). Kindergarten beginning at mid-year.
- Using teacher discretion regularly to assess student progress within lessons utilizing varied methodologies.

Intervention:

- Sabine Parish students will be provided interventions designed to build math fluency, increase accuracy, and build fluency with facts while simultaneously decreasing errors. School staff shall refer to the

Instructional Planning Process Using iSTEEP for K-5 and Middle & High School.

- Students shall receive a minimum of 10 minutes per day for computational fluency and/or accuracy.
- School staff shall work with individual students to set student achievement goals.
- **Utilize EAGLE**: This system is designed to help teachers and students identify learning strengths and weaknesses, modify instruction, access targeted classroom resources, and refine learning strategies based on student assessment and performance.

Progress Monitoring:

- Administer progress monitoring probes from iSTEEP every one to two weeks according to student needs.

Extension: DEEP Math and Louisiana Comprehensive Curriculum provides our core or baseline for grades 1-8 and K, 9-12. Teachers are encouraged to extend math learning opportunities throughout the day. Through grade level collaboration teachers should discuss/identify appropriate opportunities to enrich the math core with activities that support language and continually engages students in reading, thinking and applying the mathematics which they have previously learned.

Extended Time:
Create support opportunities for students to include math intervention and remediation, tutoring, special programs, and credit recovery.

APPENDIX D
Comprehensive Science Goals

- **By 2013-2014, all students will reach high standards, attaining proficiency or better in science.**
- **Best Practices**
    - **Response to Intervention (RTI)**
    - **Data-Driven Decision Making**
    - **Meaningful Engaged Learning**
    - **Job-Embedded Professional Development**

Our common goals are the implementation the Louisiana Comprehensive

Curriculum for all science courses. Qualities that signify excellence in science

instruction are

- Students are provided with opportunities to explore the significance of science in their lives.
- Effective inquiry investigations involve a series of process skills and planning steps that build students investigative and analysis skills.
- Meaningful science exploration aims to develop thinking, problem solving, and attitudes of curiosity, skepticism, and openness to modifying explanations.
- Instruction aims to build a knowledge base focused on essential, unifying concepts, not disconnected topics and bits of information.
- The integration of reading, writing, and mathematics occur consistently.
- Collaborative small-group work is implemented and more closely imitates how real scientists work in teams.
- The use of graphing organizers assists students in making connections and understanding complex concepts.
- Authentic, meaningful assessment includes performance tasks evaluated with rubrics, not just pencil and paper tests.
- Discussions of new discoveries and the possible impact of new technology are conducted frequently.
- The use of technology assists students in making observations, collecting data, and communicating results or information.

Basic Implementation:

- Grades K-2 shall implement the LCC with the ActivBoard flipcharts.
- Grades 3-8 shall implement the LCC supported by Pearson science.
- Grades 9-12 shall implement the LCC supported by Pearson science.

    - Provide science instructional time that is:

- Integrated during ELAR, math, and centers daily and reflects activities found in the Comprehensive Curriculum for Kindergarten.
- 30 minutes (minimum) in length for grades 1 & 2.
- 45 minutes (minimum) in length for grade 3.
- 50 minutes (minimum) in length for grades 4-6.
- Grade 9-12: 50-55 minutes minimum with opportunities for lab time.

Best Practices Instructional Strategies Utilized:

- Daily use of the LCC ActivBoard flipcharts for grades K-2.
- Daily use of test-released items as bellringers, closure, etc.
- Content literacy strategies (18 Brazo Strategies) used throughout the lesson and included in the lesson plan.
- Instruction is focused on standards-based activities (activities stemming from the GLEs for the content)
- Classroom instruction includes strategic activities that are engaging, hands-on, student-centered, research-based, and tied to state standards.

Assessment/Screening/Intervention/Progress Monitoring:

- **Utilize EAGLE:** This system is designed to help teachers and students identify learning strengths and weaknesses, modify instruction, access targeted classroom resources, and refine learning strategies based on student assessment and performance.

Content Literacy Strategies/Graphic Organizers:

- Utilize a variety of graphic organizers/strategies including the 18 literacy strategies recommended within the Comprehensive Curriculum

Extended Time:

- Create support opportunities for students to include interventions and remediation, tutoring, special programs, and credit recovery.

APPENDIX E

Comprehensive Social Studies Goals

- **By 2013-2014, all students will reach high standards, attaining proficiency or better in social studies.**
- **Best Practices**
    - **Response to Intervention (RTI)**
    - **Data-Driven Decision Making**
    - **Meaningful Engaged Learning**
    - **Job-Embedded Professional Development**

Our common goals are the implementation the Louisiana Comprehensive Curriculum for all social studies courses. Each discipline in social studies demands certain skills for students to engage in meaningful learning of content, for example, historical thinking skills. Meaningful historical understanding requires students to engage in five categories of historical thinking. These include (1) developing a sense of historical time and historical perspective, (2) explaining and analyzing historical events and ideas, (3) interpreting and evaluating historical evidence in primary and secondary sources, (4) using historical inquiry to analyze historical and contemporary issues and conduct historical research, and (5) analyzing cause-effect relationships. **A solid base of social studies knowledge and skills develops civic competence by focusing on rights, responsibilities, and respect.**

Basic Implementation:

- Provide social studies instructional time that is:
    - Integrated during ELAR, math, and centers daily and reflects activities found in the Comprehensive Curriculum for Kindergarten.
    - 30 minutes (minimum) in length for grades 1 & 2.
    - 45 minutes (minimum) in length for grade 3.
    - 50 minutes (minimum) in length for grades 4-6.
    - Grades 9-12: 50-55 minutes daily.

Best Practices Instructional Strategies Utilized:

- Daily use of the LCC ActivBoard flipcharts for grades K-2.
- Daily use of test-released items as bellringers, closure, etc.
- Content literacy strategies (18 Brazo Strategies) are used throughout the lesson and included in the lesson plan.
- Instruction is focused on standards-based activities (activities stemming from the GLEs for the content)
- Classroom instruction includes strategic activities that are engaging, hands-on, student-centered, research-based, and tied to state standards.

Assessment/Screening/Intervention/Progress Monitoring:

- **Utilize EAGLE:** This system is designed to help teachers and students identify learning strengths and weaknesses, modify instruction, access targeted classroom resources, and refine learning strategies based on student assessment and performance.

Content Literacy Strategies/Graphic Organizers:

- Utilize a variety of graphic organizers/strategies including the 18 literacy strategies recommended within the Comprehensive Curriculum

Extended Time:

- Create support opportunities for students to include interventions and remediation, tutoring, special programs, and credit recovery.

APPENDIX F

FILE: IBB

COMPREHENSIVE LEARNING SUPPORT SYSTEM

The Sabine Parish School Board recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive learning support system will ensure that all students attain the Louisiana Benchmarks and Standards and the Grade Level Expectation (GLEs), in order to become High School Graduates prepared for post secondary education and/or careers.

Therefore, the School Board shall provide a comprehensive learning support system framework to support the implementation, with fidelity, of:

1. effective standards-based instruction for all students,
2. appropriate student support through an array of services,
3. involvement of families and community stakeholders as partners in the education process,
4. management of decision-making driven by ongoing assessment of student progress.

New policy: July 6, 2010

Ref: Board minutes, 7-6-10

Sabine Parish School Board

APPENDIX G

HOMEWORK

The Sabine Parish School Board believes homework should be for well-defined purposes and reasons which the teacher and students understand. It should be used to reinforce concepts and/or skills previously taught, and should be of such nature that the students can be expected to accomplish it independently, or with very little help from parents or siblings.

Homework should be clearly assigned and carefully evaluated for the student's benefit. It shall not be given as busy work or as punishment.

HOMEWORK

A. Definition

Homework is any assignment given by the teacher which the student is responsible for completing on his own time.

B. Purpose

Homework provides students with opportunities to deepen their understanding and skills relative to the content that has been taught or will be taught. The purposes for homework are (1) to practice content/skills with which students are very familiar, (2) to prepare students for a new topic of study, and (3) to have students elaborate on newly introduced topics or concepts.

C. Responsibility of the School

Each school shall establish and communicate its expectations about homework to students and parents. These expectations shall include the purposes of homework, the amount of homework that will be assigned, consequences for not completing the homework, and a description of the types of parental involvement that are acceptable.

The average daily time allotment for homework shall follow the guidelines below:

Kindergarten: 5 – 10 minutes
Grade 1: 10 – 20 minutes
Grade 2: 20 – 30 minutes
Grade 3: 30 – 40 minutes
Grade 4: 40 – 50 minutes
Grades 5-8: 50 – 70 minutes
Grades 9-12: 70 – 120 minutes

The average daily time above is based on the expectation that the students will focus on the homework and work steadily for the number of minutes indicated. Based on individual needs, parents may need to divide the homework time into smaller segments.

D. Responsibility of Teachers

It is the responsibility of the teacher to:

1. Comply with the school's expectations for homework.
2. Assign homework that addresses the purposes described above.
3. Communicate (verbally and in writing) homework assignments and timelines for long-range assignments to students.
4. Clearly identify and communicate the purpose of homework assignments to students.
5. Differentiate homework based on the learning needs of students.
6. Assign homework that requires minimal involvement of parents. (While parents may facilitate homework completion, they should not provide too much help for students.)
7. Provide timely and specific oral or written feedback on homework completed.

E. Responsibility of Students

It is the responsibility of the students to:

1. Acquaint themselves with the homework expectations of the school.
2. Bring all materials home which are necessary for completion of the assignment.
3. Practice good study habits.
4. Complete their own work and not expect others to do the work for them.
5. Keep up with daily and long-range assignments and submit them to the Teacher when they are due.

F. Responsibility of Parents

It is the responsibility of the parents to:

1. Acquaint themselves with the homework expectations of the school.
2. Provide materials and a comfortable, quiet, and well-lighted place in which the student may complete homework.
3. Establish a consistent schedule for the student to complete homework.
4. Encourage, motivate, and prompt the student to complete homework.
5. Check with the student daily as to the nature and extent of homework assignments.
6. Confer with the classroom teacher if the student does not consistently bring home assignments or has difficulty in completing homework.

APPENDIX H- ATTENDANCE

The Board believes regular attendance in the school accompanied by responsibility to study and participate in school activities is essential to the learning process. Once a pupil arrives at school, he is expected to remain and attend each class throughout the day.

A student is considered to be in attendance when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips or other school-approved activities.

- *Half-day attendance* - A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25% but not more than half (26%-50%) of the student's instructional day.

- *Whole-day attendance* - A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51%-100%) of the student's instructional day.

Attendance requirements are established in the Board-approved Student Code of Conduct as well as the Board-approved Attendance policy.

The only exceptions to the attendance regulations shall be those enumerated in Bulletin 741and verified by the Director of Child Welfare and Attendance. Appeal will be available through the Director of Child Welfare and Attendance.

APPENDIX I:

EVALUATION AND GRADING POLICY

The Sabine Parish School Board directs that evaluation of student progress be based on various aspects of performance as measured against standards for the respective grade or subject. The requirements for evaluation shall take into consideration the ability, aptitude, cultural background, and other characteristics of the student. Grading shall be based on achievement as it reflects a reasonable and conscientious effort on the part of the pupil to fulfill in the requirements of the course, and the ability of the pupil as it relates to the pupil's demonstrated effort.

Grades shall be determined and reported in accordance with procedures outlined in the *Pupil Progression Plan*, as approved by the Board. Grading and reporting shall serve to show those concerned how a pupil is doing in his/hers work. Grades shall not be used with the intent of rewarding or punishing a pupil.

The primary purpose of the report card is to inform the parent of student progress toward achievement of grade/course requirements.

The philosophy underlying the Pupil Progression Plan is that education exists to develop each individual to the fullest extent possible in order to enable him/her to live effectively in a complex society. The underlying assumptions are that talent can be developed by educational means and that the resources of the schools should be devoted to increasing the effectiveness of individuals rather than to predicting and selecting talent.

The method of evaluating student learning must reflect this assumption. The purpose of evaluation under the older philosophy of predicting and sorting talent was to grade and classify. Under the current philosophy, evaluation consists of the collection and valuing of evidence to determine if specified changes are taking place in learners and to determine the amount of degree of change in each individual student relative to prescribed academic competencies.

To this end, the systematic collection and integration of formative and summative data are vital. As defined in this document, formative evaluation is the process of charting progress through a unit of work to assist the student and teacher to focus on the learning necessary to complete the mastery of the unit. Summative evaluation is the process of assigning a statement of worth or merit to the performance of a completed unit of work.

GRADE ALTERATION

No School Board member, Superintendent, or school employee, including administrative and supervisory personnel, shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her

teacher. However, a teacher's determination of a student's grade may be changed or altered when the Superintendent or designee has determined that the grade is in error, or that the grade is demonstrably inconsistent with the teacher's grading policy.

APPENDIX J

FOREIGN LANGUAGE WAIVER

APPENDIX K

Class Ranking

Beginning with students entering 9th grade during the 2012-2013 school year, a new graduation recognition program, known as the *Cum Laude* system will begin

All high school students entering the ninth grade during the 2012-2013 school year and are pursuing a high school diploma will be eligible upon graduation to earn one of several special recognitions based on the final grade point average.

Example:

Rank Description	Grade Point Average (GPA)
Summa Cum Laude (with highest praise)	4.00 and higher
Magna Cum Laude (with great praise)	3.75 to 3.99
Cum Laude (with praise)	3.25 to 3.74
Honor Graduate	3.00 to 3.49

Among the many benefits of this system is that beginning with the graduating class of 2016, the highest honors in a graduating class will no longer be limited to a Valedictorian and Salutatorian. Every student, rather than just one or two who excels academically, will be appropriately recognized. While the former designations of Valedictorian and Salutatorian will no longer be used for the Commencement Ceremonies, class rank will continue to be calculated based on a weighted grade point average system. Students who take Advanced Placement and Dual Enrollment courses will continue to add “weighted” grade points to their average, and the resulting weighted GPA will continue to be used for admission and scholarships to colleges and universities.