



“Committed to Excellence”

2017-2018 Pupil Progression Plan

**Sabine Parish School Board
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Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

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

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

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

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- 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.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Every child entering kindergarten for the first time will be assessed using the Teaching Strategies Gold Survey. The assessment is ongoing documentation of student progress.

A student entering first grade without having attended a full-day public or private kindergarten a full academic year must demonstrate academic readiness by scoring 75% or better on the end-of-year test in both reading and math. Additionally, in accordance with the Sabine Parish standards-based report card, the student should be able to successfully complete the literacy skills:

1. Recognize & name all upper and lower case letters of the alphabet.
2. Pronounce the three phonemes in CVC words and add or substitute individual sounds in simple, one-syllable words to make new words.
3. Produce the primary sound of each consonant and associate the long and short sounds with the graphemes for the 5 major vowels.
4. Write the correct letter for consonants and short-vowel sounds.
5. Read emergent reader texts with purpose and understanding including common high-frequency words.
6. Compose an opinion, explanatory, and narrative piece using correct letter formation, correct capitalization at the beginning, correct punctuation at the end, and spelling simple words based on sound-letter relationships.

Additionally, in accordance with the Sabine Parish standards-based report card, the student should be able to successfully complete the mathematical skills:

1. Count to 100 by ones and by tens.
2. Write number 0-20 and represent a number of objects with a written numeral 0-20.
3. Count objects up to 20 to answer "How many?"
4. Compare two numbers between 1 & 10 written presented as written numerals.
5. Solve addition & subtraction word problems & add and subtract within 10 to represent the problem.
6. Fluently add & subtract within 5.
7. Compose and decompose number 11-19.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Transfer Students Intra-Parish Elementary (K-8)

Any child who transfers from one approved public or nonpublic school to another within the parish will be placed in the same grade from which he is transferring. This child shall have in his possession a transfer placement form and will present the form to the newly- appointed school upon first day of entry. Electronic records within the district will also be used. The transfer form will contain the current reading and math performance levels. It also may contain other related information needed to enroll the child. The child's former school records, a cumulative card/folder, complete reading and mathematics folders and confidential file, if applicable, will be forwarded upon request.

Any consumable materials, which are in use, will be transferred with the student.

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

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)

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 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. Students who transfer from an unapproved school may be given the parish reading and mathematics criterion-referenced tests.

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.

The School Building Level Committee will consider the teacher recommendation, review all data and determine appropriate placement of the student.

Transfer Students Out-of-State, Out-of-Parish Elementary (K-8)

A student 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.

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.

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

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills. **No LEP student shall be retained solely because of limited English proficiency.**

In the space below, please describe the LEA’s policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Attendance Requirement Grades K-8:

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. For more information see the [District Handbook](#).

Local Promotion Requirements by Grade Level:

Students in grades K-2 must demonstrate proficiency in grade level skills, as defined in state content standards, by meeting the following minimum requirements below for reading, math, science & social studies:

Kindergarten Promotion Requirements

1. Scores at the proficient level on 85% (54/64) of the [Louisiana Student Standards for English Language Arts](#). Of those 85%, the standards within Reading Foundational Skills: Print Concepts, Phonological Awareness, and Phonics and Word Recognition must be at the proficient level.
2. Scores at the proficient level on 85% (25/29) of the [Louisiana Student Standards for Mathematics](#). Of those 85%, the standards K.CC.A.1, count 100 by ones and by tens; K.CC.A.3, write number 0-20 and represent the number of objects with a written number 0- 20; K.CC.4, understand the relationships between numbers and quantities must be at the proficient level.
3. Scores at the proficient level on 75% (27/35) of the combined Louisiana Student Standards for [Science](#) and [Social Studies](#) standards.

It is not recommended that a kindergarten student be retained since enrollment in kindergarten is not mandatory.

First Grade Promotion Requirements

1. Scores at the proficient level on 85% (62/73) of the [Louisiana Student Standards for English Language Arts](#).
2. Scores at the proficient level on 85% (20/24) of the [Louisiana Student Standards for Mathematics](#).
3. Scores at the proficient level on 75% (25/33) of the combined Louisiana Student Standards for [Science](#) and [Social Studies](#) standards.

Second Grade Promotion Requirements

1. Scores at the proficient level on 85% (54/63) of the [Louisiana Student Standards for English Language Arts](#).
2. Scores at the proficient level on 85% (23/27) of the [Louisiana Student Standards for Mathematics](#).
3. Scores at the proficient level on 75% (32/42) of the combined Louisiana Student Standards for [Science](#) and [Social Studies](#) standards.

Promotion Requirement Grades 3, 5, 6 and 7

To be promoted from grades 3, 5, 6 & 7, a student 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 Reading (ELAR)
2. Must make a minimum 67% passing grade in mathematics.
3. Passing final course grade in at least (two) of the following subjects: social studies, science or an elective*.

4. Meet attendance requirements.

The School Building Level Committees (SBLC) in the various schools will make final retention decisions after reviewing the following evidence:

- Previous retention record
- Social/physical maturity and age of student
- Individual state test results (Combination of at least 2 or more years)
- Student growth data, universal screening data, standardized testing data (STEEP, LEAP 360, Exact Path)
- Work samples
- RTI and progress monitoring data including reports from various intervention programs
- Attendance and behavior data
- Grades and reading level supported by running records, proficiency tracker, or reading checks
- Relevant information from cumulative records review

A student in grades K-4 may be retained only one time based on academic performance. However, it is not recommended that a kindergarten student be retained since enrollment in kindergarten is not mandatory.

A student in grades 5-8 may be retained only one time based on academic performance.

If the SBLC deems retention as the appropriate action for a student, the school must hold an individual parent meeting with the child's family to build an [individual academic improvement plan](#) in partnership with the teacher(s). The school and the family must sign an [agreement](#) stating each party's commitment to executing the plan. Afterschool remediation/supports must be offered to the student before retention takes place.

If promotion through instructional support is deemed the appropriate action for a struggling student in any given year, then an instructional support plan must be developed or updated using the academic improvement plan template.

Students identified by school administration as "at-risk" for failure will receive intense remediation upon completion of state testing in May of each year through the last day of school of the same year and resuming the first day of school the following school year through October 1 of the same year. Upon receiving LEAP results, **third grade students going to fourth grade** not scoring "Basic" (the promotional standard) in at least two core academic subjects (ELA, math, science, & social studies) as set forth in [Bulletin 1566](#) section 701 shall be provided with an individual academic improvement plan as described in Bulletin 1566 sections 703 and 705. The IAIP must outline at least two allowable interventions/supports per below "Basic" received by subject area. The identified interventions/supports shall be provided during the school year and/or summer as determined in the IAIP. The IAIP will remain in place until the student meets academic expectations. [LDE Promotion Guidance 2017-2018](#)

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.

Students with Disabilities: Requirements for Promotion

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEIA) shall be determined by the student's IEP team. (Per Act 833, 2014.)

Beginning in spring 2015 and in accordance with procedures set forth by the LDE, IEP Teams shall determine promotion to the next grade level for a student with a disability who fails to meet performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other.

If an IEP Team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proved to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet Act 833.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
 - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
 - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
 - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
 - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Attendance Requirement:

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. For more information see the [District Handbook](#).

Promotion Requirements Grade 4

To be promoted from fourth grade, a student 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 Reading (ELAR)
2. Must make a minimum 67% passing grade in mathematics.
3. Passing final course grade in at least (two) of the following subjects: social studies, science or an elective*.
4. Meet attendance requirements.

The School Building Level Committees (SBLC) in the various schools will make final retention decisions after reviewing the following evidence:

- Previous retention record
- Social/physical maturity and age of student

- Individual state test results (Combination of at least 2 or more years)
- Student growth data, universal screening data, standardized testing data (STEEP, LEAP 360, Exact Path)
- Work samples
- RTI and progress monitoring data including reports from various intervention programs
- Attendance and behavior data
- Grades and reading level supported by running records, proficiency tracker, or reading checks
- Relevant information from cumulative records review

A student in grades K-4 may be retained only once based on academic performance.

If the SBLC deems retention as the appropriate action for the struggling student, the school must hold an individual parent meeting with the child’s family to build an [individual academic improvement plan](#) in partnership with the teacher(s). The school and the family must sign an [agreement](#) stating each party’s commitment to executing the plan. Afterschool remediation/supports must be offered to the student before retention takes place.

If promotion through instructional support is deemed the appropriate action for a struggling student in any given year, then instructional support plan must be developed or updated using the academic improvement plan template.

Students identified by school administration as “at-risk” for failure will receive intense instruction support upon completion of state testing in May of each year through the last day of school of the same year and resuming the first day of school the following school year through October 1 of the same year. Upon receiving LEAP results, **fourth grade students going to fifth grade** not scoring “Basic” (the promotional standard) in at least two core academic subjects (ELA, math, science, & social studies) as set forth in [Bulletin 1566](#) section 701 shall be provided with an individual academic improvement plan as described in Bulletin 1566 sections 703 and 705. The IAIP must outline at least two allowable interventions/supports per below “Basic” received by subject area. The identified interventions/supports shall be provided during the school year and/or summer as determined in the IAIP. The IAIP will remain in place until the student meets academic expectations. [LDE Promotion Guidance 2017-2018](#)

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.

V. Promotion and support of students in grade 8 and high school considerations

a. Promotion of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in spring and summer, following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade. For any

student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student’s individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

Attendance Requirement:

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. For more information see the [District Handbook](#).

To be promoted from eighth grade, a student 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 Reading (ELAR)
2. Must make a minimum 67% passing grade in mathematics.
3. Passing final course grade in at least (two) of the following subjects: social studies, science or an elective*.
4. Meet attendance requirements,
5. AND shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade.

The School Building Level Committees (SBLC) in the various schools will make final retention decisions after reviewing the following evidence:

- Previous retention record
- Social/physical maturity and age of student
- Individual state test results (Combination of at least 2 or more years)
- Student growth data, universal screening data, standardized testing data (STEEP, LEAP 360, Exact Path)
- Work samples
- RTI and progress monitoring data including reports from various intervention programs
- Attendance and behavior data

- Grades and reading level supported by running records, proficiency tracker, or reading checks
- Relevant information from cumulative records review

A student in grades 5-8 may be retained only one time based on academic performance.

Through SBLC, the student not meeting the promotional standards set forth in Bulletin 1566 in 8th grade may be placed in 9th grade provided that the student has

- attended the LEAP remediation program (during school, after-school and/or during the summer) as determined by the SBLC and the district,
- met remediation attendance requirements,
- and, met other promotional criteria established in the Pupil Progression Plan.

The SBLC will make final decisions about placement.

If the SBLC deems retention as the appropriate action for a student, the school must hold an individual parent meeting with the child's family to build an **individual academic improvement plan** in partnership with the teacher(s). The school and the family must sign an **agreement** stating each party's commitment to executing the plan. Afterschool remediation/supports must be offered to the student before retention takes place.

If promotion through instructional support is deemed the appropriate action for a struggling student in any given year, then instructional support plan must be developed or updated using the academic improvement plan template.

Students identified by school administration as "at-risk" for failure will receive intense remediation upon completion of state testing in May of each year through the last day of school of the same year and resuming the first day of school the following school year through October 1 of the same year. Upon receiving LEAP results, eighth grade students going to ninth grade not meeting the policy requirements set forth in Bulletin 1566 section 701 shall be provided with an individual academic improvement plan as described in Bulletin 1566 sections 703 and 705 and shall receive intense academic support before, during and/or after school as determined and agreed upon in the students' IGP.

Students with Disabilities: Requirements for Promotion

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014.)

Beginning in spring 2015 and in accordance with procedures set forth by the LDE, IEP Teams shall determine promotion to the next grade level for a student with a disability who fails to meet performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other.

If an IEP Team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proved to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet Act 833.

b. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: 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.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Factors that will determine the promotion, classification, and course credit of children enrolled in grades 9-12 in Sabine Parish are as follows:

ATTENDANCE: Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. Secondary students must meet the minimum attendance requirements to be eligible to receive Carnegie unit credit. For the 2017-2018 school year, Sabine Parish high school students may not miss more than five (5) days per semester. Students not in attendance compliance will be awarded a grade of F for the semester in question.

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

In grades 9-12, promotion/retention is based on Carnegie units of credit earned on a course-by-course basis for grade level classification. Sabine Parish School District provides the following guidance for high school grade level classification.

Ninth Grade- 4 or fewer earned Carnegie credits

Tenth Grade- 5-9 earned Carnegie credits

Eleventh Grade- 10-15 earned Carnegie credits

Twelfth Grade- 16 or more earned Carnegie credits

End of Course Testing & Final Grade Inclusion

EOC results will be released according to the timeline provided in the table below. Letter grade conversion tables will be provided so that the results may be used in course grades per BESE policy.

- BESE waived the requirement to include scores from the following tests in final letter grades for the fall of 2017. The decision to use scores from these 5-level tests in the spring of 2018 is a district decision that must be included in the Pupil Progression Plan. The SPSB has elected to use teacher created assessments per the schedule below.
- Teacher created assessments shall be rigorous in nature and mirror the guidance of EOC Assessment Guides and practice tests. The course final grade shall be computed with the final exam grade serving as 15% of the final grade.

SPSB 2017-2018 Pupil Progression Plan High School Assessment Changes Guidance

Subject Test	Fall 2017	Spring 2018	2018-2019
English I	Waived Use teacher created assessment for calculation of final exam grade	District Decision Use teacher created assessment for calculation of final exam grade	Include in Final Grade
English II	Waived Use teacher created assessment for calculation of final exam grade	District Decision Use teacher created assessment for calculation of final exam grade	Include in Final Grade
English III	Include in Final Grade	Include in Final Grade	Include in Final Grade
Algebra I	Waived Use teacher created assessment for calculation of final exam grade	District Decision Use teacher created assessment for calculation of final exam grade	Include in Final Grade
Geometry	Waived Use teacher created assessment for calculation of final exam grade	District Decision Use teacher created assessment for calculation of final exam grade	Include in Final Grade
4 Level US History	Include in Final Grade	Include in Final Grade	Include in Final Grade
<i>4-Level US History EOC Test only for graduating students and re-testers not enrolled in the course</i>			
5 Level US History	Waived Use teacher created assessment for calculation of final exam grade	Waived Use teacher created assessment for calculation of final exam grade	Include in Final Grade
Biology	Include in Final Grade	Include in Final Grade	Waived Use teacher created assessment for calculation of final exam grade

School Year	Alg I	Geometry	English I	Eng II	Eng III	Biology	US History
2017-2018	Fall results released in January; spring results released in window	Fall results released in January; spring results released in window	Fall results released in January; spring results released in window	Fall results released in January; spring results released in window	4 to 6 days	4 to 6 days	Summer 2018 for 5 levels 4 to 6 days for re-testers (four-level EOC)
2018-2019	In window	In window	In window	In window	4 to 6 days	Summer 2019 for 5 levels 4 to 6 days for re-testers (four-level EOC)	In window
2019-2020	In window	In window	In window	In window	District Admin	In window	In window

COURSE CREDITS:

Assignment of credit-value for a final grade shall require that the final marking period be successfully completed with a minimum mark of "67%". A student who fails to meet a minimum standard of "67%" for the final marking period of a full credit course shall not receive any credit value. Half-credit values (.5) shall be awarded only

when a half-credit course is successfully completed with a minimum mark of “67%” as the final course grade. Transfer students having earned (.5) credit(s) from previous attending school(s) shall not be penalized. Every effort shall be made to allow the student to complete the course either in a face-to-face setting or credit-recovery setting.

- **ADDING & DROPPING COURSES:** Class changes will be made within the first week of the first and third quarter. If a student drops a yearlong course at the semester, that student must accept the grade earned at the semester. No course changes will be considered after the first week (5 DAYS) of the first and third quarter.
- **REPEAT CREDIT:** Students may petition for credit recovery in a core curriculum course not successfully completed. To petition for repeat credit in a course, the student must submit a written request to the principal, or his designee, within 5 school days of the issuance of the report card for that semester. (Fall = Fall Semester Report Card, Spring = Spring Semester Report Card). Repeat Credit courses shall be during and/or only outside of the regular school day (summer, after school, and/or Saturday programs.) Participation will be based on student/school data.
- **PROFICIENCY EXAMINATIONS:** High School credit shall be granted to a student following the student's passing of a Proficiency Examination for the eligible course. Students shall not be allowed to take proficiency examinations in courses previously completed in high school or at a level below that which they have completed (Grades 9-12).
- **DISTANCE LEARNING COURSES:** High School credit shall be granted to a student following the student's completion of a Distance Learning Course and associated Proficiency Examination when applicable. (Grades 9-12)
- **CORRESPONDENCE STUDY COURSES:** Credit toward high school graduation for students at the high school level shall be earned through correspondence work from accredited institutions. (Grades 9- 12).
- **ADVANCED PLACEMENT/PRE-ADVANCED PLACEMENT CLASSES:** Advanced Placement/Pre-Advanced Placement classes are allowed and encouraged and shall be established only after the supervisory staff evaluates and recommends a proposed class to the superintendent. Advanced Placement/Pre-Advanced Placement course curriculum shall be standard throughout the district. Students shall be encouraged but not compelled to enroll in Advanced Placement/Pre-Advanced Placement classes.
 - Criteria for Enrollment:
 - All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement courses.
 - Students must have written permission from parent(s) or guardian(s)
 - Students must have written permission from parent(s) or guardian(s)
- **CLEP Testing:** Students can earn high school Carnegie credits in the following subjects by scoring a 50 or higher on the corresponding CLEP assessment.

Applicable CLEP Test	High School Carnegie Earned (W/50+ CLEP Score)
American Literature	English Elective
Analyzing & Interpreting Literature	English Elective
English Literature	English Elective
Introductory Psychology	Psychology
Introductory Sociology	Sociology
Biology	Biology II
Calculus	Calculus
Chemistry	Chemistry II

Early Graduation: 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.

Students with Disabilities: Alternative Pathways to Promotion and Graduation

IEP teams shall determine promotion and may establish an alternative pathway for fulfilling graduation requirements, pursuant to regulations set forth by Act 833 and as outlined in Chapters 4 and 5 of Bulletin 1530 –Louisiana’s IEP Handbook for Students with Exceptionalities.

Students with Disabilities: Requirements for Graduation

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014.)

- A. By the end of eighth grade, the IEP team of a student with a disability shall begin to develop an individual graduation plan pursuant to Bulletin 741 and the provisions outlined in Bulletin 1530 – Louisiana’s IEP Handbook for Students with Exceptionalities.
- B. If a student with a disability has not met state-established benchmarks on state assessment for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation.
- C. Students with disabilities shall be afforded the same opportunities to pursue a standard diploma and to exit with all course credits, honors, and financial awards as other students. A student is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP team to be awarded a diploma.
- D. Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public schools and public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students, with the exception of students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all-state-required Carnegie credits shall be considered regular diplomas in the state and district accountability system, pursuant to federal laws and regulations.
- E. If an IEP team determines that state-established benchmarks on the required state assessments are no longer a condition for graduation for a student, it shall:

1. within 30 days of the start of the next school year or course, establish minimum performance requirements in the student’s IEP relevant to graduation requirements. The LDE list of multiple appropriate assessments and guidance should consider for use in establishing minimum score requirements on the assessments that an IEP team may, but shall not be required to, use for this purpose. The IEP team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student’s needs that result from the student’s disability and that will enable the student to be involved in and make progress in the general

education curriculum, and to meet other educational needs of the student that result from the student's disability, including the student's postsecondary goals related to training, education, employment, and where appropriate, independent living skills;

2. provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options;

3. require the student to successfully complete IEP goals and requirements and to ensure that the student meets at least one of the following conditions, consistent with the IEP:

- a. employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district;
- b. demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district; or
- c. access to services that are not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program.

Students with Disabilities: Participation in Statewide Assessments

A. All special education students shall participate in statewide assessments in grades 3-11.

B. Students are to take the test that corresponds to the grade in which they are enrolled.

C. The decision as to which test a student with disabilities participates in is made on an annual basis by the IEP team.

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:

- Entered ninth grade on or before August 2013;
- 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
- re-tests 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

Special education students pursuing a Certificate of Achievement must meet the criteria for the Certificate of Achievement as found in Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1942 et seq.). The definition for a Certification of Achievement as found in Bulletin 1706 is as follows:

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.

- a. The student has a disability under the mandated criteria.
- b. The student has participated in the LEAP Alternative Assessment (LAA).
- c. The student has completed at least 12 years of school or had reached the age of 22 (not to include students younger than 16).
- d. The student has met attendance requirements.
- e. The student has addressed the general education curriculum as reflected on the student's IEP.
- f. Transition planning for the student has completed and documented.

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.

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.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added

rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

- The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - 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.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Special Education Promotion K-8

Beginning in spring 2015 and in accordance with procedures set forth by the LDE, IEP Teams shall determine promotion to the next grade level for a student with a disability who fails to meet performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. If an IEP Team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion it shall:

1. Identify rigorous educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions

Grades 9-12 Students with Disabilities

Students with Disabilities: Alternative Pathways to Promotion and Graduation

IEP teams shall determine promotion and may establish an alternative pathway for fulfilling graduation requirements, pursuant to regulations set forth by Act 833 and as outlined in Chapters 4 and 5 of Bulletin 1530 –Louisiana’s IEP Handbook for Students with Exceptionalities.

Students with Disabilities: Requirements for Promotion

- Beginning in spring 2015 and in accordance with procedures set forth by the LDE, IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other.
- If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall: 1. identify rigorous educational goals for the student; 2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies; 3. include an intensive instructional program; 4. provide innovative methods to promote the student’s advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and 5. identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

Limited English Proficient (LEP) Students:

- Procedures 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.
- Procedures 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.
- 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:
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. Parents have the right to decline services (to enroll their child in an instructional program) or to choose another program of instruction, if available. The child will be removed from the program upon parental request. However, the student will remain classified as LEP until he/she achieves English proficiency as indicated by the English Language Development Assessment (ELDA) criteria.

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

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that 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 that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

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.

Sabine Career Academy (SCA)

1. A 5th– 12th grade student who otherwise would be expelled maybe permitted to attend Sabine Career Academy, if eligible, in lieu of expulsion and upon recommendation of the Child Welfare and Attendance Officer.
2. A student who is at least 16 years of age, academically at-risk, and/or in danger of not graduating may enter the Adult Education (GED/Hi-SET) program or the Alternative Track program which is housed at the Sabine Career Academy upon recommendation of the Child Welfare and Attendance Officer. Students may be disqualified from entering the Adult Education (GED/Hi-SET) program housed at the Sabine Career Academy if score on entry exam does not meet predetermined level.
3. 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.

IX. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

- 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.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.


Retention of Students with Passing Grades

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

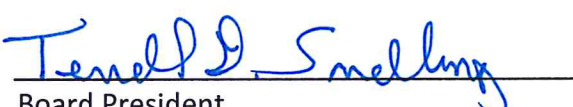
XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Sabine Parish School Board 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 02/12/18



Superintendent



Board President