

PUPIL PROGRESSION PLAN



2024-2025

St. Tammany Parish Public Schools adhere to the equal opportunity provisions of federal and civil right laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability.

Background and Purpose

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 Louisiana Department of Education (LDOE) 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 their [minimum academic standards](#) approved by the board.

The purpose of this document is to assist LEAs in developing their required PPP 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 pre-populated. 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 LDOE, and published locally, teachers shall determine the 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

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, 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 regarding 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.

All students transferring into the first grade from another state and not meeting the requirements for kindergarten attendance but meeting the age requirements will be placed in 1st grade after a careful analysis of the Desired Results Developmental Profile (DRDP), Richard Gentry's Spelling Assessment, DIBELS 8th assessment results, letters and sounds inventory, math assessment, and portfolio contents from the previous school, if applicable. Results will be analyzed by the School Building Level Committee (SBLC) to determine that the student has reached the level of physical, social, and emotional maturity necessary for success in 1st grade.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section V. Support for Students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.

Kindergarten Promotion Requirements

The criterion for promotion to first grade for kindergarten students is based on satisfactory progress at the end of the fourth grading period, as reported on the St. Tammany Parish Kindergarten Student Evaluation Report. Students showing not mastered/needs more time to master the standards on all available criteria will be referred to the School Building Level Committee (SBLC) to determine promotion or retention. Children who have not attended kindergarten must demonstrate satisfactory performance on a series of academic readiness tests, letters and sounds inventory, math assessment, and Richard Gentry's Spelling Assessment.

First Grade Promotion Requirements

If a student in first grade receives an "F" (Unsatisfactory/Not grasping stated standards) in reading or math as indicated on the fourth grading period, the School Building Level Committee (SBLC) shall review available data pertaining to the student's reading or math proficiency to determine promotion or retention. The reading or math proficiency of the student shall be determined by using the informal teacher assessment portfolio, which includes a collection of the following: DIBELS assessment results three times per year, writing sample, word recognition test, reading series assessments, math sample, spelling assessment, and any other pertinent information. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records.

Second Grade Promotion Requirements

To be promoted at the end of 2nd grade, a student shall pass the following:

Reading **and** Math
and

Any two of these subjects: Language Arts, Science, **and/or** Social Studies

Fourth Grade Promotion Requirements

To be promoted at the end of 4th grade, a student shall pass the following:

English Language Arts **and** Math
and

One of these subjects: Science **or** Social Studies

Fifth Grade Promotion Requirements

To be promoted at the end of 5th grade, a student shall pass the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

Third Grade Promotion Requirements

To be promoted at the end of 3rd grade, a student shall pass the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

Promotion of students in grades 6 and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

Sixth Grade Promotion Requirements

To be promoted at the end of 6th grade, a student shall pass the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

Seventh Grade Promotion Requirement

To be promoted at the end of 7th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

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

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 subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments 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, 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

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 an 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support 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.

Eighth Grade Promotion Requirements

To be promoted at the end of 8th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

NOTE: If a student in grade 8 fails the same subject for two consecutive years and is below Basic in the same subject, then the student is subject to intensive intervention.

In the event state test scores are not available to guide promotion/placement decisions, the School Building Level Committee (SBLC) will review a preponderance of evidence of student learning from the current school year to make a placement decision.

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 [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/post secondary plan.

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to

support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact ldefinancialaid@la.gov with questions.

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.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact [Eligibility Center](#) Customer Service staff at 877-622-2321.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

To ensure that student athletes adhere to NCAA requirements, STPSB will facilitate the use of Edgenuity's Instructional Services to provide NCAA approved courses for athletes.

IV. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

District 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), approved out-of-state schools (public/nonpublic), home study and unapproved schools (public/nonpublic) are as follows: Pursuant to Bulletin 1566, Chapter 5: Placement Policies – General Requirements, Section 503 Regular Placement (E: Transfer Students), students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703 of Bulletin 1566. (See Appendix G for Policy Guidance from the Louisiana Department of Education).

Transfer from Approved Public Schools within the State/Outside of Louisiana

Grades K-8: Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be granted equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in

the former school were completed in St. Tammany Parish Schools. After a careful analysis of the granted credit for work completed in the previous school, diagnostic testing or additional assessment in any subject matter for which credit is claimed may be administered to determine appropriate placement.

The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The principal will consider the recommendation and render a decision.

Grades 9-12: Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be allowed equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in the former school were completed in St. Tammany Parish Schools. Courses will be accepted at face value from a student entering from a State approved, accredited high school. For rank-in-class determination, transfer grades will be weighted only in the subjects weighted in the district. Granting such equivalent credit will only be considered at the request of the student/family, and the student/family will be responsible for supplying all necessary documentation. Documentation shall include a properly certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

The principal will consider the recommendation and render a decision. The final determination of the equivalent credit will be made by the principal and may be reviewed by the Assistant Superintendent of Curriculum and Instruction. The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade.

Transfer from Non-Approved Schools

Grades K-8: A student transferring from an unapproved public/nonpublic school or home study program will be administered diagnostic testing in any subject matter for which credit is claimed to determine appropriate placement.

The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The principal will consider the recommendation and render a decision.

Grades 9-12: A High School student who has been attending a non-approved program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Pursuant to Bulletin 741 §2314, the Louisiana Department of Education and the BESE Board are requiring students transferring from home study or non-accredited, non-approved private school seeking to earn a Carnegie unit credit in a course with a state-administered end-of-course exam demonstrate proficiency on LEAP 2025 assessments (Bulletin 741 §2314 F). LEAP 2025 High School End-of-Course (EOC) exams are administered for English I, II; Algebra I, Geometry; Biology; U.S. History. In order to receive the credit, the student must pass with an achievement level of at least Approaching Basic on the LEAP 2025. Pursuant to Bulletin 741 § 2314 H, students meeting the requirements for Carnegie credit based on proficiency, "P", shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.

Students seeking to earn a Carnegie unit credit in a non-LEAP 2025 course must demonstrate proficiency on a state-approved district created exam aligned to state content standards. The following state approved exams are available: English III; Algebra II; Financial Literacy; Pre-Calculus; World Geography; Civics/Government; World History; Physical Science; Chemistry; Physics; Spanish I, II; French I, II (Bulletin 741 § 2314: D). In order to receive the credit, the student must earn at least 67% on the applicable state-approved district exam. Pursuant to Bulletin 741 § 2314 H, students meeting the requirements for Carnegie credit based on proficiency, “P”, shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript. Additionally, students seeking Carnegie unit credit, “P”, for a course with a state-administered End-of-Course exam or a non-LEAP 2025 course must provide verification of one academic year of completed coursework. Students must provide the following documentation supporting mastery of coursework:

- Syllabus/Overview of Coursework with topics/standards covered
- Calendar of Scope and Sequence showing list of lessons, activities, assignments, assessments, projects, etc.
- Student’s high school transcript or report card

A student has only one attempt to demonstrate proficiency on the LEAP 2025 or state-approved district created exam. The student should speak to the local administration or school counselor about the implications of receiving a “P”, rather than a letter grade.

Transfer Students from Foreign Countries

Grades 9-12: The principal of any approved school receiving a student from a foreign school shall investigate carefully the student’s official foreign transcript and the composition of the foreign school’s instructional program. Upon the recommendation of the district Foreign Transcript Review Committee, the principal will determine student placement and/or credits.

V. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

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

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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. Students with disabilities attending summer remediation will receive special support as needed.

VI. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about support and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support 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*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

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 - Statewide Assessment Standards and Practices*. 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.

- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

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.

The decision regarding retention for any student population will primarily be based upon the student's inability to meet promotion criteria as outlined in this plan. Before the retention of any EL, the School Building Level Committee (SBLC) must convene for a review. The review is based on the EL's academic proficiency. Documentation must be provided showing comprehensible instruction appropriate for his/her level of English proficiency. The instruction must be equal in time, amount, scope and sequence as provided to non-ELs. The School Building Level Committee (SBLC), by majority decision and with parental input, may retain the EL in his/her current grade. In summary, grading of ELs must reflect what the students know and are able to do at their level of English language proficiency.

Before the retention of any student with a disability, the Individual Education Plan (IEP) Team must convene for a review.

In considering the educational placement of each exceptional child (disabled, talented, or gifted), the IEP (Individual Educational Program) /IAP (Individual Academic Plan) Committee participants shall ensure that the placement is based upon the IEP/IAP and made in conformity with Louisiana State Department of Education *Bulletin 1706*, and other state guidelines.

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 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

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.

St. Tammany Parish Public Schools will consider alternatives to student regular placement after a careful review of student data by the School Building Level Committee (SBLC) or the Individual Education Plan (IEP) Team to determine what is in the best interest of the student. Factors of consideration include, but are not limited to, age, safety, academic and discipline records. Parental notification and consultation will take place in each instance. Programs include:

A3 Virtual Academy

a3 Virtual Academy is a non-traditional, interactive program of study that relies on technology designed to support teaching and learning in various educational settings.

Eligibility: Students in grades 9-12 consult with their school administrator and after careful review of eligibility, a student may enroll in the online courses for which they have been approved.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity. Certified teachers monitor student progress and are available via email, telephone, online discussion and face- to-face meetings. Moodle and/or Google Classroom are the learning platforms that frame the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Final grades are issued upon completion of all course requirements.

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in St. Tammany Parish Public Schools, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval.

Eligibility: Parents seeking homebound services for a student should request an application from the student’s school. IEP or SBLC team will review parent request, medical information, and other supporting documents. The Student Services Coordinator must approve these services.

Project BELIEVE

Project BELIEVE is an alternative program for students who have been recommended for expulsion from school in grades 4 – 11. A student who attends this program must remain for a minimum of 45 days as they explore what dignity, integrity, respect, and confidence means.

Eligibility: Students in grades 4 – 11 who are recommended for expulsion from a public school in St. Tammany are considered by the Superintendent for assignment to the program.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity for grades 4 – 11. Certified teachers monitor student progress and are available via email, telephone, online discussion and face- to-face meetings. Moodle and/or Google Classroom are the learning platforms that frame the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students return to their original school campus upon successful completion of the two levels.

Project TEAM

Project TEAM is an alternative program for students who have been expelled from school in grades K-12 and who have been recommended by the Superintendent. A student who attends this school must stay until the expulsion period is satisfied.

Eligibility: Students in grades K-12 who are expelled from a public school in St. Tammany are considered by the Superintendent for assignment for the Project TEAM program.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity. Certified teachers monitor student progress and are available via email, telephone, online discussion and face- to-face meetings. Moodle and/or Google Classroom are the learning platforms that frame the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students will be considered for promotion based upon the Pupil Progression Plan. Students in grades 9-12 are eligible to earn Carnegie units. Students will be classified based on credit hours earned as provided for in the Pupil Progression Plan.

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.

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The principal will consider the request or refer the matter to the School Building Level Committee (SBLC) when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Assistant Superintendent or his/her designee. The Assistant Superintendent for Curriculum and Instruction will make a recommendation to the Superintendent who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered.

The Contractual Agreement between the St. Tammany Federation of Teachers and School Employees and the St. Tammany Parish School Board, Section 4, describes the processes and procedures for teachers to appeal student placement.

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

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.

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 St. Tammany Parish Public School System.

The School Building Level Committee's (SBLC) function is to convene and consider all appropriate material that relates to the student's class work and using the criteria in place as described in the LEA's Pupil Progression Plan in order to determine appropriate placement. Based on the review of records

available, the SBLC will make recommendations concerning student promotion and retention. An exceptional promotion as determined by the SBLC on a case by case basis may be considered **where allowed by BESE policy** only under any one or more of the following circumstances:

- if the student has been in the grade for two years
- if the student is two years above his age group and has been enrolled one full year in each preceding elementary grade
- exceptions as allowed by the state mandated assessment accountability guidelines. (Exceptions for 4th and 8th Grade Students.)

In rare and extreme cases, as allowed by law, the SBLC may recommend to the principal that a child with other extenuating conditions be promoted. If the promotion involves moving from one school to another, the principals or their designees must communicate. Following this communication and review of the case, consultation will be held with the parents, and a final recommendation will be made. In cases where agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.

The “skipping” of elementary grades generally is not advocated; however, it is permissible where extreme academic ability has been demonstrated, and advancement will not impair a student’s social/emotional well-being. The request to consider grade skipping should be submitted to the principal from the parent or teacher. The School Building Level Committee (SBLC) will act upon the following request based on the following criteria:

- The student being considered shall have been previously evaluated and qualifies as gifted per Bulletin 1508 as well as obtaining a score of 2 standard deviations above the mean in the area being considered for acceleration.
- The committee shall utilize course grades, scores from appropriate standardized tests, teacher/parent/student input, attendance history, and any other pertinent information which may help determine appropriate placement.

If the grade skipping being considered involves a move from one school to another, both principals or their designees must communicate prior to the final decision. Following this review, consultations will be held between the principal, teacher(s), and parents and a final recommendation made and forwarded to the Superintendent for approval.

In cases where an agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.

Students progress through high school by acquiring the appropriate number of Carnegie Units for each grade level. Secondary students are encouraged to enter the Honors, Advanced Placement, or Dual enrollment classes.

Promotion in grades 9-12 is made on the basis of earned Carnegie course credit in the regular program of studies and on the number of years in high school. Carnegie 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.

The following are the grade classifications for students in St. Tammany Parish Public Schools:

ACCUMULATED CARNEGIE CREDITS FOR GRADE CLASSIFICATIONS	
GRADE	CREDITS REQUIRED
9	0-4
10	5
11	11
12	17
Graduate	23 or 24 depending on diploma

Acceptable credits for meeting the criteria for promotion are listed below:

1. A specific number of required Carnegie credits, as described in Bulletin 741, at each grade level, in combination with elective credits earned by the student during the regular school session, will be counted in determining students' eligibility for promotion.
2. Credits earned in St. Tammany Parish Summer School or A3 Virtual Academy may be used to make up deficiencies. Although the high school student may earn Carnegie credit via summer school or the A3 Virtual Academy for a course, s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average.
3. New Carnegie credit earned from approved, accredited providers outside St. Tammany Parish Public Schools must have prior principal approval. Courses that adhere to the Louisiana State Course Content Standards or grade level expectations (GLEs) can be accepted when such earned credit is accompanied with proper verification from the accredited course provider.

NOTE: If a student wishes to graduate in less than four (4) years, a parent, must make a formal request, in writing, for early graduation. Upon review by the principal, in consultation with the designated secondary supervisor, the principal will approve the early graduation plan ensuring the completion of all high school graduation requirements.

Grading Policy – KINDERGARTEN

The Kindergarten Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. All assessments shall be fair and reasonable as determined by the school principal or designee. The evaluation key to be used on the Kindergarten Student Evaluation Report Card is as follows:

Grade Level: Kindergarten	
Report by Letter Grade: O, S, and N Reading Language Arts Mathematics	Report by Letter Grade: O, S, and N Conduct Art Health and Physical Education Music

(Only letter grades shall be recorded in the grade book and on the report card.)

- O** - Exceeding progress toward mastery of the standard
- S** - Satisfactory progress toward mastery of the standard
- N** - Not mastered/Needs more time to master the standard

There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Emphasis will be placed on regular communication with parents through formal and informal conferences. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, language, speaking, and listening to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. A district letter is sent home explaining the report card process at the end of the first quarter. Report cards are sent home at the conclusion of the second quarter. Each teacher is to be responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP) or on an Individual Education Plan (IEP). The letter grades (O, S, and N) for each grading period shall be averaged and recorded on the report card. There will be no overall end-of-the-year final grade recorded on the report card.

Students shall be promoted if they show satisfactory progress at the end of the 4th quarter grading period. Students showing Not Mastered/Needs more time to master the standards on all available criteria will be referred to the SBLC to determine promotion or retention. There shall be no Honor Roll.

Grading Policy - GRADE 1

The First Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. The evaluation key to be used on the First Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 1	
Report by Letter Grade: A, B, C, D, or F Reading Language Arts Mathematics Science Social Studies	Report by Letter Grade: O, S, N, and U Conduct Art Health and Physical Education Music

(Only letter grades shall be recorded in the grade book and on the report card.)

- O** - Outstanding/Meets or exceeds stated goals
- S** - Satisfactory/Meets stated goals
- N** - Needs Support/Progressing toward stated goals
- U** - Unsatisfactory/Not grasping stated goals

There shall be a minimum of six assessments for each student in Reading, Language Arts, and Math and a minimum of five assessments for each student in Science and five in Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student's understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Program Plan (IPP), an Individual Education Plan (IEP), an Individual Accommodation Plan (IAP), or an Individual Limited English Proficient Plan (ILEPP).

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged and recorded on the report card. There will be no overall end-of-the-year final grade recorded on the report card. Conduct shall be considered separately and denoted accordingly on the report card. There shall be no Honor Roll.

Grading Policy - GRADE 2

The Second Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents during parent conferences. The evaluation key to be used on the Second Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 2	
Report by Letter Grade: A, B, C, D, or F Reading Language Arts Mathematics Science Social Studies	Report by Letter Grade: O, S, N, and U Conduct Art Health and Physical Education Music Conduct shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

- O** - Outstanding/Meets or exceeds stated goals
- S** - Satisfactory/Meets stated goals
- N** - Needs Support/Progressing toward stated goals
- U** - Unsatisfactory/Not grasping stated goals

There shall be a minimum of six assessments for each student in Reading, Language Arts, and Math and a minimum of five assessments for each student in Science and five in Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student's understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers' last day.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00. Any average less than 1.0 shall receive an "F" for the end-of-the-year letter grade. There shall be no Honor Roll.

Grading Policy – GRADE 3

The Third Grade Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work shall be accumulated and shared with parents. The evaluation key to be used on the Third Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 3	
Report by Letter Grade: A, B, C, D, or F English Language Arts Mathematics Science Social Studies	Report by Letter Grade: O, S, N, and U Conduct Art Health and Physical Education Music Conduct shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

- O** - Outstanding/Meets or exceeds stated goals
- S** - Satisfactory/Meets stated goals
- N** - Needs Support/Progressing toward stated goals
- U** - Unsatisfactory/Not grasping stated goals

There shall be a minimum of nine assessments for each student in English Language Arts and Mathematics and a minimum of six assessments for each student in Science and Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers' last day.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00. Any average less than 1.0 shall receive an "F" for the end-of-the-year letter grade. There shall be no Honor Roll.

Grading Policy - GRADES 4-6

The Fourth, Fifth, and Sixth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The evaluation key to be used on the Fourth Grade, Fifth Grade, and Sixth Grade Student Evaluation Report Card is as follows:

Grade Levels: Grade 4, Grade 5, and Grade 6	
Report by Letter Grade: A, B, C, D, or F English Language Arts Mathematics Science Social Studies 6 th grade electives that are taught 50 minutes per day during the entire school year	Report by Letter Grade: O, S, N, and U Art Foreign Language Health and Physical Education Music Conduct These subjects shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

- O** - Outstanding/Meets or exceeds stated goals
- S** - Satisfactory/Meets stated goals
- N** - Needs Support/Progressing toward stated goals
- U** - Unsatisfactory/Not grasping stated goals

There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or the fractional equivalent of the

shortened or lengthened grading period. When a grade of “U” occurs on a report card, a parent conference shall be requested. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities. Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, spelling and handwriting to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students’ individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers’ last day.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00.

The subjects scored with O, S, N, and U shall not affect the quarterly or final grade point average.

Honor Roll – There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject.

A school may report a straight “A” Honor Roll at the end of the year. To be listed on the straight “A” Honor Roll, a student must have made all A’s on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

Grading Policy - GRADES 7-8

The Seventh and Eighth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The grading scale shall be used for all courses and subjects. The evaluation key to be used on the Seventh Grade and Eighth Grade Student Evaluation Report Card is as follows:

Grade Levels: Grade 7 and Grade 8	
Report by Numeric Grade English Language Arts Mathematics Science Social Studies Health and Physical Education All other course electives	Report by Letter Grade: O, S, N, and U Conduct O - Outstanding S - Satisfactory N - Needs Support U - Unsatisfactory

(Only numerical grades shall be recorded in the grade book.)

There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or the fractional equivalent of the shortened or lengthened grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive English Language Arts grade for the report card. Spelling shall count for no more than 10% of that combined grade. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP).

The administration of interim assessments will be directed by the district after reviewing the state mandated assessment schedule. The interim assessments, if and when administered, shall be aligned to the content area scope and sequence and count for 10% when computing the quarterly grade. There shall be no exemptions.

Junior high students enrolled in a Carnegie credit course will follow the high school exam schedule and grading requirements.

Student conduct shall not be considered when computing the quarterly grade. Conduct shall be graded as O, S, N, or U. Conduct is not a subject.

For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card. The numerical grades for each quarter shall be averaged for the yearly grade and recorded on the report card along with the corresponding letter grade.

IMPORTANT NOTE: All numerical grades of .5 - .9 shall be rounded up to the next highest numeral including the grade of 59.5.

Honor Roll – There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject.

Only letter grade equivalents (A=4, B=3, C=2, D=1, and F=0) shall be used to compute the Honor Roll.

There shall be no rounding of grades to compute Honor Roll.

Example 1: A student with a 2.9 GPA would not be placed on the 3.0 Honor Roll.

Example 2: A student with a 3.4 GPA would not be placed on the 3.5 Honor Roll.

Example 3: A student with a 3.9 GPA would not be placed on the 4.0 Honor Roll.

A school may report a straight “A” Honor Roll at the end of the year. To be listed on the straight “A” Honor Roll, a student must have made all A’s on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

Extracurricular Academic Eligibility

For 7-8 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. Students in grades 7 and 8 will have academic eligibility determined on a quarterly basis. Students in grades 7 and 8 must pass five (5) subjects and earn a GPA of 1.5 or greater for the previous quarter. All other eligibility requirements for other activities are at the discretion of the school. The school shall disseminate these requirements to students and parents. A student’s GPA cannot be rounded.

High School Credit at the Junior High

Junior High schools can offer courses for Carnegie credit. Courses offered include Spanish I, French I, Family and Consumer Science, Reading, Agriculture I, Art I, Piano, Orchestra, General Technology Education, Journey to Careers, Introduction to Computer Business Applications, World Geography, and Band. Offerings will be based upon the students’ schedule requests, secondary certified staff, and the availability of resources at the Junior High site. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

A student in 7th and 8th grade will receive an extra quality point for an A, B, or C in an honors course for Carnegie credit from the designated course list meeting the criteria outlined in Bulletin 741 §2323. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student’s overall GPA.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Algebra I Credit for Students at the Junior High Level

With a minimum score of 75 on the rubric, the student will be enrolled in Acceleration to Algebra I as a 7th grader. The accelerated student shall successfully complete the 7th/8th Blended math curriculum to be enrolled in Algebra I the following school year. To receive Carnegie credit in Algebra I, a student must pass the course and must take the End-of-Course Test for Algebra I. The results for the End-of-Course Test will count for the final exam and 20% of the fourth quarterly grade. Students meeting the criteria to receive Carnegie credit at the junior high school shall receive a letter grade to be placed on their high

school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Geometry Credit for Students at the Junior High Level

To be eligible to enroll in geometry, a student shall have earned Algebra I credit. If a junior high school plans to provide students the opportunity to earn Geometry credit, the principal shall request authorization from the Assistant Superintendent for Curriculum and Instruction. The teacher providing the course instruction shall be certified to teach geometry. The student must take the End-of-Course Test for Geometry. The results of the End-of-Course Test will count for the final exam and 20% of the fourth quarterly grade.

Students meeting all criteria to receive Carnegie credit shall receive a letter grade on their high school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Foreign Language Credit at the 8th Grade Level

To earn high school credit for Spanish I or French I at the junior high level, a student must meet all criteria to receive Carnegie credit. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

University Credit at the Junior High Level

Students may earn a Carnegie credit from a university under the following circumstances:

- Be recognized and recommended to participate in university summer programs
- Receives permission from the Junior High Principal prior to beginning the course
- Receive a grade equivalent of a B or higher in the coursework
- Provide an official transcript/official documentation of completed coursework to the junior high school principal where the student is enrolled before the opening of the next school year
- Schedule a local credit exam for the appropriate course with the designated testing agent before the opening of the next school year and receive a passing grade on the test

When principals of junior high schools receive an official transcript from students as outlined above and also receive the results of the credit exam from the designated testing agent, they will inform in a written format the awarding of a Carnegie unit to the Assistant Superintendent of Curriculum and Instruction and to the high school principal. Students meeting all criteria to receive Carnegie credit shall receive a "P" grade with no quality points on their high school transcripts.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Summer School Credit for Grades 1 – 8

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. However, an elementary student may request to enroll in a class to strengthen knowledge and skills in which a need has been recognized. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

Grading Policy - GRADES 9-12

The grading scale shall be used for all courses and subjects, except the designated weighted courses. In non-weighted classes, the following quality points will be assigned to the letter grade: “A” = 4, “B” = 3, “C” = 2, “D” = 1, and “F” = 0. In the designated weighted courses, the following quality points will be assigned to the letter grade: “A” = 5, “B” = 4, “C” = 3, “D” = 1, and “F” = 0. The numerical grade and letter equivalent will be recorded on the report card. There shall be a minimum of nine assessments for each student during the grading period, excluding the quarterly test. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge student’s understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee. Student conduct shall not be considered when computing the quarterly grade.

Each assessment shall count for no more than 1/9 of the total quarterly grade or the fractional equivalent of the shortened or lengthened grading periods. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the

shortened or lengthened grading period. Only 2nd and 4th quarterly exams will be administered. The quarterly exam shall count 20% of the quarterly grade. The quarterly exam may be comprehensive for the entire semester; however, the exam shall include no more than 20% of material tested in the previous quarterly grading period. There will be no exemptions from quarterly exams. All students enrolled in a subject, where the State has developed an End-of-Course test, must take the test during the time frame as identified by the State. The End-of-Course test results must be counted as the final exam for the course counting 20% of the fourth quarterly grading period.

Teachers shall communicate, in writing, their grading practices, performance standards, and homework requirements to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Each teacher shall note on the report card, following parish procedures, student grades earned with documented modifications. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), or an Individual Limited English Proficiency Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee.

For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. All grades shall be recorded in a timely fashion. Grades for makeup work may take longer than normal to record. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card.

All numerical grades of .5-.9 shall be rounded up to the next highest numeral including the grade of 59.5.

Honor Roll - There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject. Conduct is not a subject. In non-weighted courses letter grade equivalents “A = 4,” “B = 3,” “C = 2,” shall be used to compute the Honor Roll. In weighted courses letter grade equivalents “A = 5,” “B = 4,” “C = 3” shall be used to compute the Honor Roll.

There shall be no rounding of grades to compute the Honor Roll.

Example 1: A student with a 2.9 GPA would not be placed on the Honor Roll.

Example 2: A student with a 3.4 GPA would be placed on the 3.0 Honor Roll.

Example 3: A student with a 3.9 GPA would be placed on the 3.5 Honor Roll.

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits.

Grade Point Average

A student’s overall GPA is based on semester grades. All courses attempted, including credit earned prior to the 9th grade, courses failed and duplicate credit, shall be used to calculate GPA.

A grade point average shall not be rounded off. A grade point average is defined as an average of all subjects, where "A=4," "B=3," "C=2," "D=1," "F=0".

Example: A 2.7 GPA cannot be rounded off to a 3.0.

Extracurricular Academic Eligibility

For 9-12 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. According to LHSAA, a student in high school must earn at least six (6) units with a "C" average from the previous year to be eligible for the first semester of the school year. To be eligible for the second semester of the school year, a student shall pass at least six (6) subjects from the first semester. A senior taking a shortened schedule must pass all of the classes. A student's GPA cannot be rounded. For grades 9 – 12, all other eligibility requirements for other activities are at the discretion of the school principal. The school shall disseminate these requirements to students and parents.

"A" Average = 3.5 and Above

"B" Average = 2.5 – 3.4999

"C" Average = 1.5 – 2.4999

"D" Average = 1.0 – 1.4999

"F" Average = Below 0.9999

A "P" has no numerical value in calculating the grade point average of a high school student. NCAA will convert a "P" to a "D" with 1 quality point in the GPA to establish College athletic eligibility. Carnegie credit earned in the 8th grade will not be considered by the NCAA.

Weighted Grades - Local Policy

A student will receive an extra quality point for an A, B, or C earned in gifted, honors, dual enrollment, and advanced placement courses listed on the designated course list. The extra quality point assigned to an A, B, or C in a designated course will not be retroactive.

Grading Scale for Advanced Coursework

Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

A student receiving an extra quality point for an A, B, or C earned in an honors courses listed in the local designated course list must meet the criteria outlined in Bulletin 741 §2323:

Honors Course

English I, II, III, IV,
English Composition I, II

Additional Coursework

Students shall complete an additional unit of instruction beyond the regular course. The unit of instruction shall include additional grade-level, complex texts and related writing and research tasks.

Algebra I, Geometry, Algebra II, Algebra III,
Probability and Statistics, Pre-Calculus,
Calculus

Students shall complete an additional unit of instruction beyond the regular course.

i. The unit of instruction shall exemplify the following shifts identified in the math standards:

(a). focus;

(b). coherence;

(c). rigor–conceptual understanding, procedural skill and fluency, and application.

ii. All standards marked with a “+” from the specified course domain of the high school standards must be included in the course.

iii. Students must design and implement a research project requiring mathematical modeling.

Physical Science, Biology, Biology II,
Chemistry, Chemistry II, Physics,
Anatomy and Physiology,
Environmental Science

Students shall complete two additional labs beyond the regular course.

World Geography, Civics or US
Government, US History, Psychology,
European History, World History

Students shall complete two additional research projects beyond the regular course resulting in a written or performance-based product (e.g. formal debate, delivery of a speech, etc.).

7th and 8th grade students who earn an A, B, or C in a Carnegie credit course from the designated course list will earn an extra quality point. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student’s overall GPA.

Designated Course List

Course	Honors	Gifted	Advanced Placement	Dual Enrollment
English I	*	*		
English II	*	*		
English III	*	*	*	*
English IV	*	*	*	*
English Composition I	*			*
English Composition II	*			*
Algebra I	*	*		
Geometry	*	*		
Algebra II	*	*		
Probability & Statistics	*		*	*
Algebra III	*			*
Pre-Calculus	*	*	*	*
Calculus	*	*		*
Calculus AB			*	
Calculus BC			*	
Physical Science	*	*		*
Biology	*	*		*
Chemistry	*	*		*
Physics	*	*		*
Biology II	*	*	*	*
Anatomy & Physiology	*			
Chemistry II	*	*	*	*
Physics I, II			*	
Physics C (E & M)			*	
Physics C (Mechanics)			*	
Environmental Science	*	*	*	*
World Geography	*	*	*	*
Economics			*	*
Civics or US Government	*	*	*	*
US History	*	*	*	*
Psychology	*		*	*
European History	*		*	
World History	*	*	*	*
Sociology				*

Minimum Number of Classes for a Graduating Senior

Fourth-year graduating seniors who have met the following criteria may elect to enroll in only 5 or 6 periods on a short-day schedule:

- They have obtained an ACT composite score of at least 18 or a WorkKeys level of at least silver;
- They do not have excessive tardies or absences (resulting in disciplinary action or seat time), and
- They have satisfied all LEAP testing requirements for graduation.

All other fourth-year graduating seniors must enroll in seven periods. Further, any fourth-year senior with fewer than seven periods who does not remain in good standing in regards to attendance, academics, and discipline during the first semester will be required to enroll in seven periods for the second semester.

Rank-in-Class will be adversely affected by a short-day schedule.

Summer School Credit for Grades 9-12

High school students may enroll in summer school to earn Carnegie credit in order to graduate in four years, to remove a deficiency, or to improve grade point average by repeating a previous course. Students must have written authorization from the school principal to register for courses taken in summer school. Carnegie credit earned through summer school shall not carry a weighted designation. Although the high school student may earn Carnegie credit during summer school for a course s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average. Principals may request a new credit course for a senior graduating in the summer of their graduating school year. A maximum of one credit may be earned.

Senior Exemptions

If a Senior with an “A average” in a course and 5 or fewer unexcused absences in the course for a semester, then exempt from the semester exam.

If a Senior with a “B average” in a course and 3 or fewer unexcused absences in the course for a semester, then exempt from the semester exam.

Senior Semester Exam Exemptions will not apply in dual enrolled courses and online courses.

Rank-In-Class

Rank-in-Class will be based upon quality points a student completes in grades 9-12. Although a full-time high school student may complete more than 28 Carnegie credits, only 28 Carnegie credits will be applied toward a student’s rank in class. Rank-in-Class is determined based upon:

- A student’s best 28 Carnegie credits completed in grades 9-12.
- AND
- A student’s best 16 weighted Carnegie courses from the designated course list completed in grades 9-12.

Consequently, the student who earns the most quality points will be ranked number one in the graduating class.

All St. Tammany Parish students shall attempt 3.5 credits each semester in the 9th, 10th, and 11th grades. To attempt fewer than 3.5 credits per semester, a student must receive prior approval from the Assistant Superintendent of Curriculum and Instruction.

Students electing to take a short-day schedule in their senior year will negatively impact their rank in class. A student electing a short day in the senior year may earn fewer quality points than seniors taking 7 credit classes. Transfer grades will be weighted only in the subjects weighted in the district.

COMMENCEMENT RECOGNITION

Honor Graduates (GPA)

The following will be recognized at commencement: top students based on GPA in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

Best in Class (Rank-in-class)

The method of recognizing the top students based on quality points in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

Accountability Outcomes

The method of recognizing the students based on accountability outcomes in a graduating class will be coordinated between the high schools and secondary supervisors of instruction.

Foreign Exchange Visitor Program

The St. Tammany Parish School Board recognizes the importance and far-reaching effect of intercultural and international experiences that supplement classroom instruction. The Foreign Exchange Visitor Programs promote and improve America's awareness and understanding of global cultures and issues allowing parish students the opportunity to be exposed on a personal basis to foreign cultures. Likewise, the foreign student is able to broaden his/her knowledge of American culture and language skills through active participation in family, school and community life. Any student from a foreign country, sponsored by a foreign exchange visitor program, who fulfills all eligibility requirements (Federal, State and local school regulations) including written approval of the principal, may attend a St. Tammany Parish public school at the discretion of the St. Tammany Parish School Board. Organizations and institutions sponsoring students for a school term must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program.

Foreign Exchange Sponsors

All sponsoring organizations shall supply the school principal the name, address and telephone number of a local representative who lives within a 100-mile radius of the C. J. Schoen Administrative Complex and can be contacted in case of an emergency. This information must be included on the application form submitted by June 1st prior to the beginning of the fall session.

Foreign Exchange Student Requirements

- Any foreign exchange student listing a language other than English as a home, first or frequently used social language is to be screened for LEP status and, if eligible for services, to be served accordingly;
- have appropriate medical insurance;
- be at least 17 prior to October 1st of the current school year, but not more than 19 at the time of registration;
- classify only as a junior as determined by evaluation of the student's application packet;
- present to the school principal all necessary translated transcripts to be evaluated;
- follow all rules and regulations as outlined by the St. Tammany Parish School Board;
- reside with a host family;
- enroll in a St. Tammany Parish high school by September 1; and
- be enrolled for one full academic year beginning in August and ending in May/June.

Foreign Exchange Procedures for Admission

The sponsoring organization must apply by June 1st prior to the fall session and obtain written approval from the principal for admission of the student by August 1st prior to the fall enrollment period. The application shall include the student's health record, assurance of appropriate medical insurance coverage, English translation of academic records, a student biographical essay, a photo, and a written recommendation of home principal including discipline records. The purpose of the Foreign exchange visitor program is to experience the American culture. A foreign exchange student will not participate in the commencement ceremonies due to not meeting the requirements for a diploma. It is the responsibility of the sponsoring agency to make all travel and accommodation agreements. It is also the agency's responsibility to resolve all conflicts that arise between the student and the host family and/or the school. All expenses, including school related ones, are the responsibility of the sponsoring agency and the students.

Foreign Exchange Student Employment

If exchange students are not permitted to take regular part-time jobs during their stay in the United States, they will not be issued work permits or be enrolled in cooperative programs.

Foreign Exchange Student Athletic Eligibility

Students will be governed by the Louisiana High School Athletic Association rules and regulations concerning participation in interscholastic athletic competition. Foreign exchange students will be eligible to participate only in the school district in which the host family resides.

Foreign Exchange Student Scheduling

After the principal evaluates the student's transcript and certifies junior level placement, the school guidance counselor or other designated school official will interview the student and host family to learn as much as possible about the student's academic background, including necessary course clarification, competency, and fluency in English. Math, science and social studies classes are assigned by matching these courses as nearly as possible with the ones the student was taking previously.

DEFINITION OF TERMS

A. State Terms:

- ❖ **Acceleration**: Advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted students" identified according to the Pupil Appraisal Handbook.
- ❖ **Alternative to Regular Placement**: Placement of students in programs which have applied for deviations from standards in Bulletin 741.
- ❖ **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.
- ❖ **Content Standards** – Statements of what we expect students to know and be able to do in various content areas.
- ❖ **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 and city school board, which shall be based on student performance on LEAP with goals and objectives which are compatible with the Louisiana grade level expectations and which supplement standards

approved by BESE. Emphasis shall be placed upon the student's mastery of the grade level expectations in reading, writing, and mathematics before he or she would be recommended for promotion or placement, provided that other factors shall be considered.

- ❖ **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, and acceleration.
- ❖ **Remedial Programs**: Programs designed to assist students, including identified students with disabilities and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
- ❖ **Remediation** – See Remedial Programs.
- ❖ **Retention**: Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.
- ❖ **State-mandated Assessments for English Language Arts and Mathematics**- The state's testing program that includes grades 3, 4, 5, 6, 7, and 8.
- ❖ **Summer Acceleration Program** – The summer school program offered by the LEA for the specific purpose of preparing non-proficient students for success at the next level.

B. Local Terms:

- ❖ **Academically Able**: A student who scores at or above the 76th national percentile in the discipline area in question as measured by the adopted standardized achievement test. Student interest, grades, and teacher recommendation are considered at the school level as essential components for successful participation in courses designed for the "academically able." Students must be performing at least on grade level in the discipline area in question in order to be considered for a program designed for the academically able.
- ❖ **Academically Able for Foreign Language**: A student is academically able for foreign language if recommended by the principal and the reading teacher and if he/she satisfies all of the following criteria:
 - Scores a minimum of 75 percentile in reading on the norm-referenced test.
 - Has a B average in Language Arts or higher.
 - Has demonstrated interest in learning foreign language.Parents of the academically able will be notified of the subject area omission in grades 4-8. Students in grades 4-8 who do not meet the definitions of academically able may be scheduled whenever appropriate, as long as they receive a minimum of 150 minutes of instruction each week.
- ❖ **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for the academically able students which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in high school.
- ❖ **Career and Technical Education** – Organized educational programs specifically designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work. Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational course cluster affords students with an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
- ❖ **Carnegie Unit of Credit** – State approved quantitative as well as quantitative measure. A unit of credit is awarded after successful completion of a year's work.

- ❖ **Co-curricular Activities**: Those activities that are relevant, supportive and are an integral part of the course of study in which the student is enrolled and which are under the supervision and/or coordination of the school instructional staff (*Bulletin 741:1.039.02*).
- ❖ **Commencement**: High school commencement exercises shall be held to recognize those students who have successfully completed the required course of study, thus satisfying the requirements to earn a Louisiana high school diploma.
- ❖ **Concurrent Enrollment**: A high school student earns college credit only for a college course taught online or on a college campus by a post-secondary institution. Ex: A student takes courses at two separate institutions.
- ❖ **Cross-grading**: Through the use of appropriate assessment techniques, the placement of a child in different grade levels of particular content areas to provide instruction at a more appropriate level for that specific child.
- ❖ **Developmental**: Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination and self-help skills (BESE policy).
- ❖ **Dual Enrollment**: An opportunity for students to receive college credit and high school credit for the same course. Ex: A single course taken on the high school campus that earns a student both high school and college credit at the same time.
- ❖ **Enrichment**: Learning activities providing depth and breadth to regular teaching according to the child's abilities and needs.
- ❖ **Exceptional Promotion**: That promotion of the student which is made in accordance with state law and those extenuating circumstances as so defined by the local educational agency.
- ❖ **Extracurricular Activities**: Activities which are not directly related to the program of studies and which are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student (*Bulletin 741:1.039.02*).
- ❖ **Gifted (Academically)**: In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.
- ❖ **IAP**: The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular education classroom.
- ❖ **IEP**: A written, individualized education plan developed for each student eligible under IDEA, which describes a free appropriate public education (FAPE).
- ❖ **LEP**: Limited English Proficiency
- ❖ **Reading Proficiency: First Grade**: The student has learned basic sound/symbol system correspondence, more advanced phonemic and syntactic awareness, blending and word-attack skills, automatic recognition of basic high-frequency words and word families, comprehension skills, and how to use these tools to read for meaning. The Developmental Reading Assessment or DIBELS 8th results are to be used to determine reading proficiency.
- ❖ **Readiness Screening**: The process of identifying the performance levels, skills, and abilities of young children through the gathering of information concerning their physical, intellectual and social development.
- ❖ **School Building Level Committee (SBLC)**: A committee of at least three school level staff members, including the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the guidance counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a problem solving, decision making group who meet on a scheduled basis to receive referrals from teachers, parents, or other professionals on individual students who are experiencing difficulty in school

due to academic and/or behavior problems. In most instances, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal for an individual evaluation.

**Individual Academic Support and Individual Academic
Improvement Plans
Under**

Louisiana Bulletin 1566, Revised 2017; 2024

§700. Promotion and Support Standard for Grades K-3

§701. Promotion and Support Standard for Grades 3-7

§703. Promotion and Support Standard for Grade 8



**St. Tammany Parish School Board
321 N. Theard Street
Covington, LA 70433
985.892.2276
Fax: 985.898.3267**

INTRODUCTION

This document provides the guidance and/or procedures for students in need of individual academic support plans and individual academic improvement plans following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). The individual Academic support and academic improvement plans ensure that struggling students have plans in place to address their academic needs.

These procedures specifically address the statutory requirements of the revised Louisiana Bulletin 1566 including §700 support standard for grades K-3, §701 promotion and support standard for grades 3 – 7, and §703 promotion and support standard for grade 8. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of services that may be used by the STPPS and its personnel in addressing the educational needs of its students.

For the purposes of this document, the St. Tammany Parish School System may encompass policies adopted by the STPSB and guided forms developed to assist school employees in carrying out their responsibilities under sections 700, 701, and 703 of Louisiana Bulletin 1566.

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DEFINITIONS

ACCEPTABLE LEVEL OF PERFORMANCE – An acceptable level of performance will be attained when students achieve a score of “Basic” or higher in each of the core academic subjects that initially led to the development of individual academic improvement plans.

ELA – English language arts

INDIVIDUAL ACADEMIC PLAN – A support in place for struggling students providing interventions to address their academic needs.

INDIVIDUAL ACADEMIC SUPPORT PLAN – A support in place for students struggling to receive Academic support with research-based literacy/numeracy interventions.

INTERVENTION - An intervention is a specific program or set of steps to help a student improve in an area of need.

STAKEHOLDERS – A teacher, paraprofessional, administrator, support staff member, parent, legal guardian, or a provider of related services.

SUMMER REMEDIATION – The summer school program (Summer Learning Program) offered by STPPS for the specific purpose of preparing students to meet the acceptable level of performance.

St. Tammany Parish Public Schools Individual Academic Support Plan Guidelines and Procedures

St. Tammany Parish School Board developed the following guidelines and procedures relative to the development of an Individual Academic Support Plan.

The following actions will be implemented:

Action Step 1: Identify K-5 students who have not met literacy/numeracy proficiency by reviewing specific data points about student learning and the results/rosters provided by the Louisiana Department of Education that would enable them to successfully transition to the next grade level. An Individual Academic Support Plan must be written for students scoring below proficiency. Below proficiency is defined as:

Literacy:

- K-3: DIBELS 8th Beginning-of-the-Year – students scoring below or well below benchmark
- 4-5: LEAP 2025 ELA score – students scoring Basic, Approaching Basic, or Unsatisfactory

Numeracy:

- K: Curriculum embedded assessment – District Created Assessment (KDCA)
- 1-3: Curriculum embedded assessment – Eureka Math² Equip – students scoring “not yet” proficient
- 4-5: LEAP 2025 Math score – students scoring Basic, Approaching Basic, or Unsatisfactory

Action Step 2: Analyze data in PLC or grade-level meetings to review student’s academic strengths and weaknesses, and discuss other relevant challenges.

Action Step 3: Engage stakeholders and include receiving school staff in a discussion about the available tutoring and intervention options and specific supports to assist the student in achieving the acceptable level of performance in literacy/numeracy.

The following steps must be followed:

- a. Schedule an in-person meeting. Participants must include:
 - Teachers of the non-proficient core academic subject(s) – ELA and/or Math
 - Administrator or designee
 - Specialized support personnel as needed
- b. Formulate an Individual Academic Support Plan establishing focused literacy and/or numeracy tutoring and support designed to improve foundational literacy and numeracy. The following specific student supports may include:
 - Daily targeted small-group tutoring
 - Additional in-school support or after-school support
 - At-home literacy/numeracy programs
 - Web-based or parent-guided home literacy/numeracy activities
 - Enrollment in the summer learning program
- c. Obtain signatures indicating agreement with the selected tutoring/interventions and support.
- d. Send parent notification letter and obtain parent/guardian signature on the Individual Academic Support Plan.

- d. Identify student in the Student Information System (SIS) as needing an Individual Academic Support Plan.
- e. The original Individual Academic Support Plan should be uploaded to the High Dose Tutoring folder JCAMPUS Doc Archives at the beginning of the year and end of the year with updates. A copy of the plan should remain with the ELA and/or Math content teacher in which the plan was written.

Action Step 4: Progress monitor the status of the Individual Academic Support Plan.

The following steps must be followed during the school year:

- a. Continue focused Academic tutoring - on-grade level instructional support and interventions in the content area not yet achieved the appropriate level of performance.
- b. Receive instruction aligned with the Louisiana Student Standards.
- c. Review the progress of the expanded academic plan in December and again in May.
- d. Refer the student to SBLC as needed for additional support.

Action Step 5: Third Grade Literacy ONLY – Promotion or Retention Determination – SBLC Meeting

If a third-grade student scores Well Below Benchmark on the EOY DIBELS 8th, retention will be considered for the student. The student shall be administered a second EOY screening in May. If the student scores Well Below Benchmark, summer interventions must be provided. A third screening will be administered in the summer after receiving interventions. Any student still scoring Well Below Benchmark after three attempts shall not be promoted to the fourth grade. Prior to being retained, the student shall be screened for dyslexia. The **Third Grade Literacy Promotion Form** must be completed to determine if the student qualifies for a good cause exemption and may be promoted to fourth grade.

Criteria for determination of promotion or retention are listed in the Pupil Progression Plan and will be adhered to in all decisions.

St. Tammany Parish Public Schools
INDIVIDUAL ACADEMIC SUPPORT PLAN

Purpose

The purpose of the Individual Academic Support Plan is to create a single student plan for academic support in literacy and numeracy and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. (State Statutes: R.S. 17:100.13, R.S. 17:24:11, R.S. 17:24:10).

Student Information

Name: _____ Grade: _____ School Year: _____

School: _____ Teacher: _____

Other Student Identifiers:

- English Language Learner
- 504
- 1508/SPED

Signatures:

Teacher(s): _____

Principal (or designee): _____

Parent or Guardian: _____

Other (if applicable): _____ Role: _____

Date of Plan: _____ Date of Next Screening: _____

Literacy

Check all that apply.

- Kindergarten through third grade student who scored below grade level on the literacy screener. Literacy screener data report is attached. Complete Section A.
- Fourth or fifth grade student who scored below mastery on the LEAP ELA assessment. LEAP Student Report is attached. Complete Section B.

Section A (K-3)

- Evidence-based literacy intervention/high-dosage tutoring plan:

Services provided by: _____
Skills addressed: _____ _____
Frequency of sessions: _____
Materials used: _____

- Strategies families can do at home: See attached.

Section B (4-5)

- Student is provided with high-dosage literacy tutoring. The plan is described below.

Services provided by: _____
Skills addressed: _____ _____
Frequency of sessions: _____
Materials used: _____

Numeracy

Check all that apply.

- Kindergarten through third grade student who scored below grade level on the numeracy screener/assessment. Complete Section A.
- Fourth or fifth grade student who scored below mastery on the LEAP Math assessment. LEAP Student Report is attached. Complete Section B.

Section A (K-3)

- Evidence-based numeracy intervention/high-dosage tutoring plan:

Services provided by: _____
Skills addressed: _____ _____
Frequency of sessions: _____
Materials used: _____

- Strategies families can do at home: See attached.

Section B (4-5)

- Student is provided with high-dosage math tutoring. The plan is described below.

Services provided by: _____
Skills addressed: _____ _____
Frequency of sessions: _____
Materials used: _____

St. Tammany Parish Public Schools
Individual Academic Support Plan
Notification Letter (K-3)
(Letter should be copied on school's letterhead.)

Date

Dear

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any Kindergarten through third-grade student scoring below proficiency on the beginning-of-the-year literacy and numeracy to receive expanded academic support in literacy and numeracy.

St. Tammany Parish Public Schools administer the DIBELS 8th literacy screener to students in grades K-3. This assessment helps identify students who may be at risk for reading difficulties. Additionally, curriculum-based assessments are conducted for students who may be at risk for numeracy difficulties. The assessments are administered multiple times a year to track student progress. These assessments inform the teacher's instruction to meet individual student needs and provide additional support.

The literacy screener results identify your child's score as below or well benchmark at this time. Refer to the attached mCLASS Home Connect letter for additional information relating to the specific skills assessed, some strategies for you to help your child at home, and the supports that will be utilized at school to improve foundational literacy proficiency. For more activities, visit the Home Connect site: <https://www.mclass.amplify.com/homeconnect/>.

The numeracy results identify your child's score as below proficiency at this time. Refer to the Eureka Math² Family Math Worksheet for Kindergarten and the Eureka Math²Apply student book for grades 1-3 for additional numeracy support.

The Individual Academic Support Plan documents any measures being taken to address the student's specific needs. This may involve tutoring, small group sessions, pull-out interventions, after-school tutoring, summer learning programs, or extra classroom instruction.

Home support literacy and numeracy resources can be accessed through the Louisiana Literacy Family Library; you can scan the QR codes for more details.



Working together will ensure development is on target for success. Family involvement and understanding is an important part of this effort. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track toward graduation.

Sincerely,

Principal

St. Tammany Parish Public Schools
Individual Academic Support Plan
Notification Letter (4-5)
(Letter should be copied on school's letterhead.)

Date

Dear

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any fourth through fifth student scoring below proficiency on LEAP 2025 in ELA or Math to receive expanded academic support.

The LEAP 2025 results identify your child's score to be below proficient in ELA Math . The attached student score report(s) explains your child's performance and includes additional tools and resources for at home support. Visit the parent guide to understand the score report:

<https://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-the-leap-2025-student-reports>.

The Individual Academic Support Plan documents any measures being taken to address the student's specific needs. This may involve tutoring, small group sessions, pull-out interventions, after-school tutoring, summer learning programs, or extra classroom instruction.

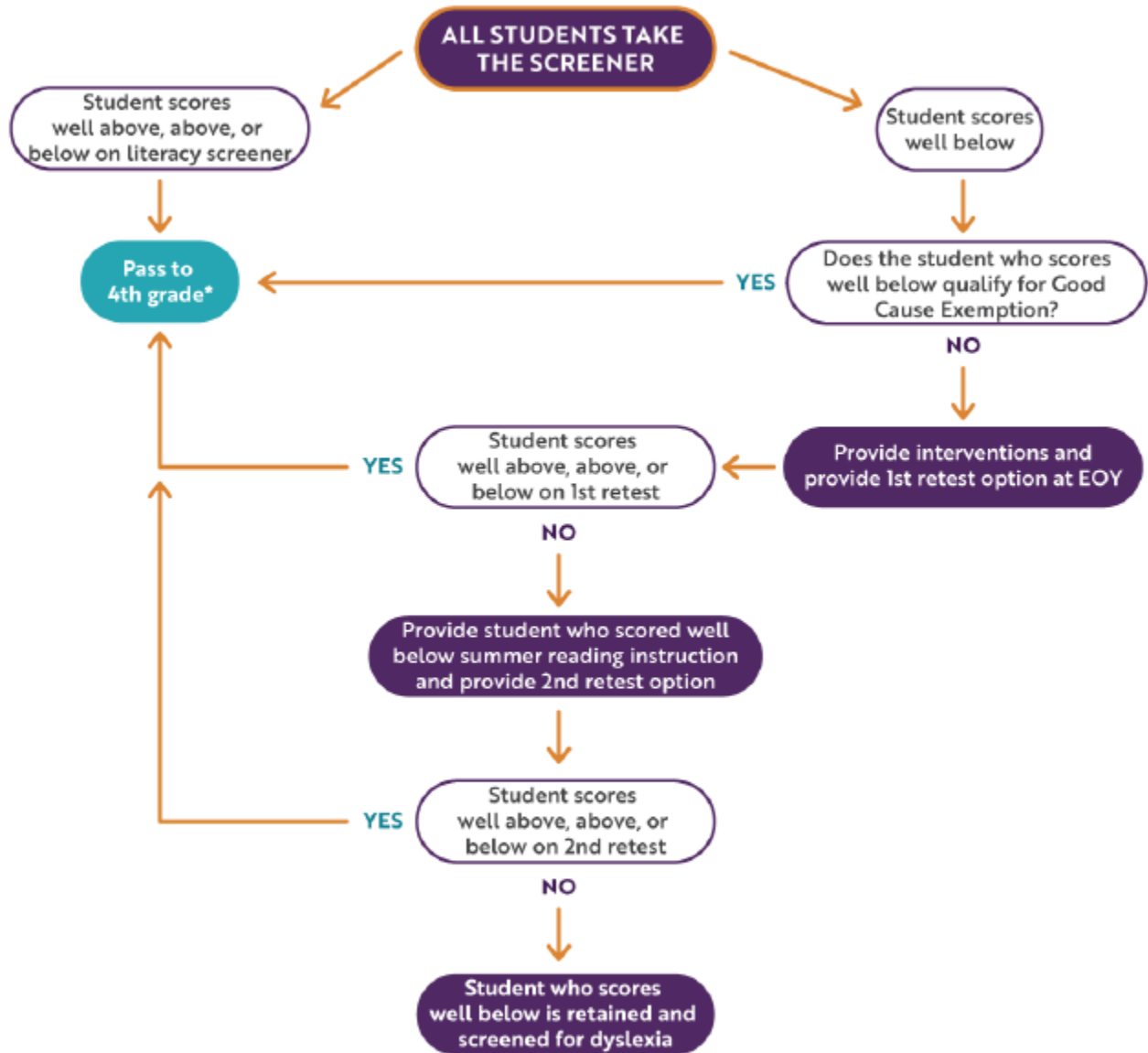
Working together will ensure development is on target to success. Family involvement and understanding is an important part of this effort. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track toward graduation.

Sincerely,

Principal

Third Grade Literacy Promotion

Decision Making Flowchart



*Passed for this requirement only. Local pupil progression determines other promotion requirements, such as grades and absenteeism.

St. Tammany Parish Public Schools
Reading Proficiency in Third Grade
Notification Letter
(Letter should be copied on school's letterhead.)

Student:

The Louisiana Legislature has enacted Act 422 of the 2023 Regular Legislative Session, which mandates that students in traditional public schools must meet specific literacy proficiency standards to be promoted to the fourth grade. Third-grade students who achieve a well below composite score on the DIBELS 8th literacy screener will not be promoted to the next grade level. Additionally, please note that third-grade students must also satisfy the requirements for promotion based on the district's pupil progression including passing grades and attendance.

- The EOY DIBELS 8th results taken on _____ indicate your child has achieved a score meeting the proficiency requirement.

- The EOY DIBELS 8th April results indicate your child has not achieved a score meeting the proficiency requirement. As a result, your child will receive intensive intervention and will retest in May.

- The EOY DIBELS 8th May retest results indicate your child has not achieved a score meeting the proficiency requirement. As a result, your child will receive intensive summer intervention and will retest in June/July.

- The EOY DIBELS 8th summer retest results indicate your child has not achieved a score meeting the proficiency requirement. As a result, a SBLC meeting has been scheduled for _____ to determine promotion or retention. Your attendance at this meeting is very important.

Home support literacy resources can be accessed through the Louisiana Literacy Family Library; you can scan the QR code for more details. Additionally, for more activities visit the mCLASS Home Connect site: <https://www.mclass.amplify.com/homeconnect/>.



Sincerely,

Principal

**ST. TAMMANY PARISH PUBLIC SCHOOLS
THIRD GRADE LITERACY PROMOTION FORM
(Students Scoring EOY Well-Below Benchmark)**

Student Name _____

Teacher Name _____

Act 422 of the 2023 Legislative Session enacted R.S. 14:24.11 to prohibit promotion to the fourth grade if a student scores well below on the literacy screener. District pupil progression determines additional promotion requirements for grades and absenteeism.

Data Collection:

DIBELS 8 th EOY	
Date	Composite Score
April	
End of May	
Summer	

Does the student qualify for a Good Cause Exemption? (see page 2)

April:

Yes, sign below and submit documentation. No, provide interventions and the first retest option.

May:

Yes, sign below and submit documentation. No, provide summer reading instruction and the second retest option.

June/July:

Yes, sign below and submit documentation. No, student is retained and screened for dyslexia.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

**ST. TAMMANY PARISH PUBLIC SCHOOLS
THIRD GRADE LITERACY PROMOTION FORM
(Students Scoring EOY Well-Below Benchmark)**

Good Cause Exemption Qualification:

To qualify for a good cause exemption, one of the following conditions must be met. For this document, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual literacy support plan.

Regular Education Student:

- student previously retained in K-3 **and** has received two years of intensive reading intervention
- student scored Mastery on the third grade ELA portion of the LEAP 2025

IEP or 504 Education Student:

- student previously retained in K-3 **and** has received two years of intensive reading intervention
- student participated in LEAP Connect
- student scored Mastery on the third grade ELA portion of the LEAP 2025
- student has been diagnosed as a student with dyslexia (not characteristics of dyslexia)
- student IEP/504 Plan has a reading goal **and** student has received two years of intensive reading intervention

EL Student:

- student has been enrolled in an English language assistance program for fewer than two years
- student previously retained in K-3 **and** has received two years of intensive reading intervention

Student with Dyslexia:

- student has been diagnosed as a student with dyslexia (not characteristics of dyslexia)
- student scored Mastery on the third grade ELA portion of the LEAP 2025
- student previously retained in K-3 **and** has received two years of intensive reading intervention

Good Cause Exemption Documentation Attached:

- Enrollment history/retention, Individual Literacy Support Plan, **and** 2 years' Intensive Reading Intervention Support Logs
- LEAP 2025 ELA Score Report or LEAP Connect Score Report
- IEP/504 Plan documenting reading goal and/or dyslexia diagnosis, Individual Literacy Support Plan, **and** 2years' Intensive Reading Intervention Support Logs

Individual Academic Improvement Plans Guidelines and Procedures

The St. Tammany Parish School Board developed the following guidelines and procedures relative to the development of individual academic improvement plans.

The following actions will be implemented:

Action Step 1: Identify fourth grade students that have not met an acceptable level of performance by reviewing appropriate data points about student learning and the results/rosters provided by the Louisiana Department of Education that would enable them to successfully transition to the next grade level.

The following data points may be used for consideration:

- a. Louisiana Department of Education's (LDE) rosters of 4th grade students who scored below "Basic" in at least two core academic subjects: ELA, math, science, and social studies
- b. LEAP 2025 results
- c. English Language Proficiency Test (ELPT) if applicable
- d. LEAP Connect if applicable
- e. Reading Assessment (Lexile level, etc.)
- f. Curriculum Based Assessments (CBA)
- g. Attendance
- h. Discipline history
- i. Grades
- j. ELA Diagnostic/Mastery Scores
- k. Math Diagnostic/ Mastery Scores
- l. Science Diagnostic/ Mastery Scores
- m. Social Studies Diagnostic/ Mastery Scores
- n. Any other data points (interventions)

Action Step 2: Analyze data to review student's academic strengths and weaknesses, discuss other relevant challenges used to determine if the student has or has not met the acceptable level of performance. The following step must be followed at the end of the school year:

If a fourth-grade student scores below "Basic" in at least two core academic subjects, including ELA, math, science, and social studies, then an individual academic improvement plan must be written to be in effect for the fifth-grade school year.

Action Step 3: Engage stakeholders and include receiving school staff in a discussion about the available intervention options to assist the student in achieving the acceptable level of performance in all core academic areas.

The following steps must be followed:

- a. Schedule an in-person meeting. Participants must include:
 - Student's parent or legal guardian
 - All teachers of the core academic subjects
 - School Building Level Committee (SBLC) members
 - Specialized support personnel as needed

- b. Formulate an individual academic improvement plan establishing at least two high quality interventions for each core academic area to be provided during the school year and/or during the summer. The following interventions will be offered:
 - Enrollment in a summer school program
 - Additional in-school support or after school support
 - Access to high quality curriculum aligned to Louisiana State Standards
 - Placement in classroom of a highly effective teacher
- c. Obtain signatures indicating agreement with the selected interventions.
- d. Identify student in the Student Information System (SIS) as needing an academic improvement plan.
- e. A copy of the individual academic improvement plan and parent/legal guardian agreement signature form should be placed in the student's cumulative folder. The original plan and agreement form should remain with the content teacher(s) in which the plan was written.

Action Step 4: Progress monitor the status of the academic improvement plan.

The following steps must be followed during the school year:

- a. Continue focused, on-grade level instructional support in the content area not yet achieved the appropriate level of performance
- b. Receive instruction aligned with the Louisiana Student Standards
- c. Review the progress of the individual academic improvement plan at least once before the next administration of the LEAP assessment

Action Step 5: Determine continuation of the individual academic improvement plan.

- a. If the student achieves a score of "Basic" in each of the core academic subjects, then the individual academic improvement plan is considered complete. The following steps should be followed upon completion:
 - Attach a copy of the LEAP 2025 results for the content area demonstrating the "Basic" score for which the individual academic improvement plan was written.
 - Send home a letter notifying of the completion of the individual academic plan.
 - Place original paperwork in the student's cumulative folder.
- b. If the student does not achieve a score of "Basic" in the same core academic subjects that led to the development of the plan, then the individual academic improvement plan continues.
- c. If the individual academic improvement plan continues the following school year, then Action Steps 3, 4, and 5 will be repeated.

Promotion or retention is not deemed from an individual academic improvement plan. Criteria for determination of promotion or retention is listed in the Pupil Progression Plan and will be adhered to in all decisions.

**St. Tammany Parish School Board
Individual Academic Improvement Plan**

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below “Basic.”

Student name:	Grade:
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> Enrollment in a summer program	Teacher name: Summer program curriculum: Progress monitoring plan:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Guaranteed access to high quality, aligned curriculum	Curriculum:
<input type="checkbox"/> Placement in classroom with a highly effective teacher	Teacher name:

School Administrator Signature:	Date:
---------------------------------	-------

**St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form
5th Grade**

Student Name shall be placed on an individual academic improvement plan in partnership with St. Tammany Parish Public Schools and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, **Student name** has the right to at least two of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality curriculum aligned to Louisiana Student Standards during school hours
- Additional in school support where learning below the student’s grade level does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality curriculum aligned to Louisiana Student Standards

Further, the parent/legal guardian of **Student Name** understands:

Initial	
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian agrees to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can act at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student’s school.

St. Tammany Parish Public Schools Promotion Policy per Pupil Progression Plan:

FIFTH GRADE PROMOTION REQUIREMENTS:

In order to be promoted at the end of 5th grade, a student shall pass the following:

English Language Arts **and** Math
and
One of these subjects: Science or Social Studies

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

**St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form
6th Grade**

Student Name shall be placed on an individual academic improvement plan in partnership with St. Tammany Parish Public Schools and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, **Student name** has the right to at least two of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality curriculum aligned to Louisiana Student Standards during school hours
- Additional in school support where learning below the student’s grade level does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality curriculum aligned to Louisiana Student Standards

Further, the parent/legal guardian of **Student Name** understands:

Initial	
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian agrees to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can act at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student’s school.

St. Tammany Parish Public Schools Promotion Policy per Pupil Progression Plan:

SIXTH GRADE PROMOTION REQUIREMENTS:

In order to be promoted at the end of 6th grade, a student shall pass the following:

English Language Arts **and** Math
and
One of these subjects: Science or Social Studies

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

**St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form
7th Grade**

Student Name shall be placed on an individual academic improvement plan in partnership with St. Tammany Parish Public Schools and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, **Student name** has the right to at least two of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality curriculum aligned to Louisiana Student Standards during school hours
- Additional in school support where learning below the student’s grade level does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality curriculum aligned to Louisiana Student Standards

Further, the parent/legal guardian of **Student Name** understands:

Initial	
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian agrees to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can act at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student’s school.

St. Tammany Parish Public Schools Promotion Policy per Pupil Progression Plan:

SEVENTH GRADE PROMOTION REQUIREMENTS:

In order to be promoted at the end of 7th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

**St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form
8th Grade**

Student Name shall be placed on an individual academic improvement plan in partnership with St. Tammany Parish Public Schools and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, **Student name** has the right to at least two of the following interventions:

- Strategic classroom placement
- Access to instruction leveraging a high-quality curriculum aligned to Louisiana Student Standards during school hours
- Additional in school support where learning below the student’s grade level does not account for more than 35% of total minutes in each subject area
- Opportunity to enroll in a high-quality summer program that uses a high-quality curriculum aligned to Louisiana Student Standards

Further, the parent/legal guardian of **Student Name** understands:

Initial	
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian agrees to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can act at home to support student progress by accessing resources available in the Family Support Toolbox Library and/or provided by student’s school.

St. Tammany Parish Public Schools Promotion Policy per Pupil Progression Plan:

EIGHTH GRADE PROMOTION REQUIREMENTS:

In order to be promoted at the end of 8th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

**St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Parent/Legal Guardian Agreement Form**

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two options from the intervention list below:

- Enrollment in Summer Learning Program
- Additional in-school support
- Guaranteed access to a high-quality curriculum
- Strategic classroom placement

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have agreed to the course of action for my student.

Print Parent/Legal Guardian Name:	Date:
Parent/Legal Guardian Signature:	Date:
School Administrator Signature:	Date:

St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Notification Letter
(Letter should be copied on school's letterhead.)

Date

Dear

A careful review of your child's school performance on the LEAP 2025 for the _____ school year has been conducted. Your child, _____, has not met the acceptable performance level as defined by the Louisiana Department of Education (LDE).

LEAP 2025 – Acceptable Level of Performance

Student must score at least *Basic* in three of the following core academic subjects: ELA, math, science, and social studies.

You will find information outlining your child's LEAP 2025 scores attached to this letter. (if available)

Promotion or retention is not deemed from the scores on LEAP 2025, but as noted on the final report card and meeting attendance requirements.

You will be contacted by the school in order to assist in developing an Individual Academic Improvement Plan (IAP) to address your child's academic needs. This plan will identify at least two high quality interventions for each core academic area in which the score was below *Basic* to be progress monitored throughout the school year. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track towards graduation.

Please contact the school's principal at _____ if you have any questions or concerns.

Sincerely,

Principal

**St. Tammany Parish School Board
Individual Academic Improvement Plan**

MIDYEAR REVIEW

Student name:	Grade:
Subject area(s) of need: <input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress: <input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need: <input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress: <input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need: <input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress: <input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need: <input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress: <input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need: <input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress: <input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	

Signatures of Review Team:

Name: _____ Title _____ Date: _____

Name: _____ Title _____ Date: _____

Name: _____ Title _____ Date: _____

Name: _____ Title _____ Date: _____

Name: _____ Title _____ Date: _____

St. Tammany Parish Public Schools
Individual Academic Improvement Plan
Notification of Completion
(Letter should be copied on school's letterhead.)

Date

Dear

A careful review of your child's school performance for the _____ school year has been conducted. Your child, _____, has successfully met the criteria for completion of his/her academic improvement plan in the _____ (ELA, math, science, or social studies) content area. The completion criteria is based on achieving a "Basic" or higher on the LEAP 2025 in the content area previously listed. Your child is to be complemented on achieving this positive growth and development. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track towards graduation.

Please contact the school's principal at _____ if you have any questions or concerns.

Sincerely,

Principal

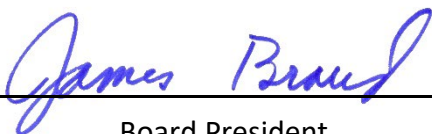
XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that **St. Tammany Parish Public School System 2024-2025 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: July 18, 2024



Superintendent



Board President