

PUPIL

PROGRESSION

Local Education Agency:
Ascension Parish School Board

PLAN



2024-25

2024-2025 Pupil Progression Plan

Local Education Agency:

Ascension Parish

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

Table of Contents

I.	<u>Placement of students in kindergarten and grade 1</u>	4
II.	<u>Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7</u>	5
III:	<u>Promotion and support of students in grade 8 and high school considerations</u>	12
IV:	<u>Placement of transfer students</u>	16
V:	<u>Support for students</u>	18
VI.	<u>Literacy support standards for grades K-3</u>	19
VII.	<u>Promotion and placement of certain student populations</u>	19
VIII:	<u>Alternative education placements</u>	24
IX:	<u>Due process related to student placement and promotion</u>	25
X:	<u>Additional LEA policies related to student placement and promotion</u>	26
XI:	<u>LEA assurances and submission information</u>	35

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.

Kindergarten

A parent or guardian shall have the option to defer enrolling his/her child in kindergarten for one year if either of the following applies:

1. The child is four years of age on the first day of the school year.
2. The child is enrolled in a pre-kindergarten program.

Ascension Parish will consider kindergarten enrollment of students who have been identified through Bulletin 1508 evaluation as Academically Gifted prior to the standard age requirement.

Grade 1

All students meeting the age requirement will be placed in 1st grade after the following steps have been completed.

- A universal screener will be administered. Results will be analyzed. Judgment by a Student Review Committee that the student has reached the level of physical, social and emotional maturity necessary for success in the 1st grade will determine placement.

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

Promotion for students in 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.

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

Requirements of the Louisiana Educational Assessment Program

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

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

All placement and promotion requirements for 3rd and 8th graders shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. (Bulletin 1566 §701)

Elementary Program of Studies Requirements

The Ascension Parish School System shall follow the minimum required time allotments for each of the "Program of Studies" stipulated in *Bulletin 741*. Currently, the elementary schools vary as to which program of studies is followed at specific schools; however, each must meet the minimum time allotments.

- The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
- Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
- Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
- Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four and five. (Bulletin 741 §2313)

Promotion from one grade to another for regular education students and Students with Disabilities shall be based upon three major criteria:

1. The state requirements cited in *Bulletin 741: Louisiana Handbook for School Administrators*.
2. Passage of state mandated assessment for grades 3 and 8 shall determine promotion to the next grade. Proficiency in grade appropriate skills as defined by state content standards must be demonstrated by students who are not administered a state criterion referenced test.
3. Additional state approved local requirements of the Ascension Parish School Board.

To be eligible for special education services, a student must meet criteria established in Bulletin 1508 and have a current Individualized Education Program (IEP). 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).

Kindergarten

All students successfully completing the kindergarten program and shall have satisfactorily passed an academic readiness screening will be promoted to the 1st grade.

Grade 1

In order to be promoted, a student must meet the following criteria:

- a. Achieve mastery in at least one of the two major subjects accordingly:

<u>Reading</u>	Achieve a grade of “D” or higher in reading /spelling
<u>Mathematics</u>	Achieve a grade of “D” or higher

and

- b. Achieve a grade of “D/S” or higher in four of the five minor subjects: writing (A compilations of integrated assessments in writing, English), handwriting, social living, health & P.E., and art/ music or enrichment.

or

- a. Achieve mastery in both major subjects

<u>Reading</u>	Achieve a grade of “D” or higher in reading/spelling
<u>Mathematics</u>	Achieve a grade of “D” or higher

and

- b. Achieve a grade of “D/S” or higher in two of the five minor subjects: writing (A compilations of integrated assessments in writing, English), handwriting, social living. Health & P.E., and art/music or enrichment.

Grade 2

In order to be promoted, a student must meet the following criteria:

- a. A mastery in at least three of the four major subjects accordingly:

<u>Reading</u>	Achieve a grade of “D” or higher in reading/spelling
<u>Mathematics</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation
<u>Social Living</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation
<u>Writing</u>	Achieve a grade of “D” or higher in writing through a compilations of integrated assessments in writing and English

and

- b. Achieve a grade of “D/S” or higher in two of the three minor subjects: handwriting, health & P.E., and art/music or enrichment.

Grade 4

In order to be promoted, a student must meet the following criteria:

- a. Achieve mastery in at least four of the five major subjects accordingly:

<u>Reading</u>	Achieve a grade of “D” or higher in reading/spelling
<u>Mathematics</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation
<u>Science</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation
<u>Social Studies</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation
<u>Writing</u>	Achieve a grade of “D” or higher in writing through a compilations of integrated assessments in writing, English and Spelling

and

- b. Achieve a grade of “D” or higher in two of the three minor subjects: health & P.E., and art/music or enrichment, and handwriting.

Note: A parent conference with the principal and teacher will determine promotion when failure of one major subject and one minor subject has occurred or when only minor subjects have been failed and the student has scored at the *Basic* proficiency level or higher on LEAP.

Grade 5

In order to be promoted, a student must meet the following criteria:

- a. Achieve mastery in at least three of the four major subjects accordingly:

<u>English/ Language Arts</u>	Achieve a grade of “D” or higher through a compilations of integrated assessments in reading, English, writing in response to text, spelling, and handwriting.
<u>Mathematics</u> <u>Science</u> <u>Social Studies</u>	Achieve a grade of “D” or higher as evidenced by teacher evaluation

and

- b. Achieve a grade of “D” or higher in one of two minor subjects: health & P.E. and art/music or enrichment.

Note: A parent conference with the principal and teacher will determine promotion when failure of one major subject and one minor subject has occurred or when only minor subjects have been failed.

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.

Grade 3

In order to be promoted at the end of 3rd grade, a student must meet the following criteria:

- a. Achieve mastery in at least three of the four major subjects accordingly:

<u>Reading</u>	Achieve a grade of "D" or higher in reading/spelling
<u>Mathematics</u>	Achieve a grade of "D" or higher as evidenced by teacher evaluation
<u>Social Living</u>	Achieve a grade of "D" or higher as evidenced by teacher evaluation
<u>Writing</u>	Achieve a grade of "D" or higher in writing through a compilations of integrated assessments in writing, English and Spelling

and

- b. Achieve a grade of "D/S" or higher in two of the three minor subjects: health & P.E., and art/music or enrichment, and handwriting

Additionally: Students in grades 1-3 who fail reading only, shall be promoted to the next grade. Extra support in reading will be required. The child will be provided an intensive, Tier III intervention in addition to the core program and Tier II strategic intervention daily. Continuous progress monitoring and resulting data will determine adjustments in intervention.

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.

Middle Program of Studies Requirements

The Ascension Parish School System shall follow the minimum required time allotments for each of the "Program of Studies" stipulated in *Bulletin 741*. Currently, the elementary schools vary as to which program of studies is followed at specific schools; however, each must meet the minimum time allotments:

- The middle grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
- Each middle school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
- Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
- Middle schools shall offer an articulated **foreign language** program for 30 minutes daily in grade six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

Grade 6

In order to be promoted, a student must meet the following criteria:

- a. Achieve mastery in at least three of the four major subjects accordingly:

<u>English/ Language Arts</u>	Achieve a grade of "D" or higher on a compilation of Integrated assessments in reading, English, and spelling
<u>Mathematic Science Social Studies</u>	Achieve a grade of "D" or higher as evidenced by teacher evaluation

and

- b. Achieve a grade of "D" or higher in one of the two minor subjects: health & P.E. and enrichment.

Note: A parent conference with the principal and teacher will determine promotion when failure of one major subject and one minor subject has occurred or when only minor subjects have been failed.

Fast Track 6th Grade (See Appendix A)

Students will be eligible for the Fast Track 6th Grade if they meet the following criteria:

- All students who will attain the age of 12 on or before September 30 of their 6th grade school year will be considered for placement in the Fast Track 6th Grade Program. Students will follow the 7th grade curriculum with instruction/remediation in English language arts and mathematics.

Students will be promoted to the 8th grade at the end of the year if they meet the following criteria:

- Pass all major classes as defined in the Pupil Progression Plan;
- Must not have been expelled during the current academic year;
- Must not have had more than 10 unexcused absences in the current academic year; and
- Must score at least *Basic* or above on the language arts AND mathematics sections of the 7th grade iLEAP test for the current academic year.

Students who fail to meet these criteria at the end of the school year will be placed in the 7th grade the following school year.

Students may be evaluated at the end of the 1st and 2nd grading period to track progress. The following reasons will be considered for removal from the program:

- The student makes an “F” on his/her report card in two or more major subjects for any nine-week grading period.
- The student has five or more unexcused absences in any one grading period.
- The student has been recommended for expulsion or a change of placement to the Ascension Parish Alternative School.

* The Middle School Director, upon conferring with the superintendent, will make the final decision as to the removal of any student from the program.

Grade 7

In order to be promoted, a student must meet the following criteria:

- a. Achieve mastery in at least three of the four major subjects accordingly:

English/ Language Arts	Achieve a grade of “D” or higher on compilations of integrated assessments in reading, and English;
mathematics	Achieve a grade of “D” or higher as evidenced by teacher evaluation
science	Achieve a grade of “D” or higher as evidenced by teacher evaluation
social studies	Achieve a grade of “D” or higher as evidenced by teacher evaluation

and

- b. Achieve a grade of “D” or higher in one of the two minor subjects: health & P. E. and enrichment.

Note: A parent conference with the principal and teacher will determine promotion when failure of one major subject and one minor subject has occurred or when only minor subjects have been failed.

Fast Track 7th Grade (See Appendix A)

Students will be eligible for the Fast Track 7th Grade if they meet the following criteria:

- All students who will attain the age of 13 on or before September 30 of their 7th grade year will be considered for placement in the Fast Track 7th Grade Program. Students will follow the 8th grade curriculum with instruction/remediation in English language arts and mathematics.

Students will be promoted to the 9th grade at the end of the school year if they meet the following criteria:

- Pass all major classes as defined in the Pupil Progression Plan;
- Must not have been expelled during the current academic year;
- Must not have had more than 10 unexcused absences in the current academic school year; and
- Must meet the LEAP standard for promotion to high school after LEAP spring testing or after attending LEAP summer school and successfully passing the LEAP retest. (See Grade 8 Testing Flow Chart)

Students who fail to meet these criteria at the end of the school year will be placed in 8th grade the following school year.

Students may be evaluated at the end of the 1st and 2nd grading periods to track progress. The following reasons will be considered for removal from the program:

- The student makes an “F” on his/her report card in two or more major subjects for any 9-week grading period.
- The student has five or more unexcused absences in any one grading period.
- The student has been recommended for expulsion or a change of placement to the Ascension Parish Alternative School.

*The Middle School Director, upon conferring with the superintendent, will make the final decision as to the removal of any student from the program.

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 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.

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 classwork.
- 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.

All requirements for promotion as detailed in Bulletin 1566, Chapter 9, will be followed.

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.

The counselor and the teachers to whom the transfer student is assigned should have access to the scores made by the student on tests administered by the school previously attended.

The legal guardian of the transferring student should sign a form indicating legal permission to release student records from the school last attended.

A school administrator may place any new student, after assessment of records or administration of the appropriate screeners/Basic Skills Test, in the grade and/or subject most appropriate for the student. When a student enters Ascension Parish School System from another district, he/she generally will be enrolled in the grade level to which he was assigned at his former school. However, Ascension Parish

school personnel shall have the right, after assessment, to place the student in a more appropriate grade or subject.

An elementary student entering Ascension Parish schools from a school district using mid-term promotions will be tested by appropriate school personnel who will, in turn, consult with the principal as to grade placement. Pending the testing results, the student should be placed in the lower grade.

Placement for transfer students in transitional 9th grade would follow placement criteria as described for all transfer student placement. If the student is NOT eligible to be promoted to high school as a regular 9th grader, then a placement decision will be made by the middle school director and his/her building level designees on whether the student will remain in 8th grade or move to the high school building as a transitional 9th grader based on relevant information about the student performance test results, age, information from transfer school and other data sources.

Approved Out of State Schools

A school administrator may place any new student, after assessment, in the grade and/or subject most appropriate for the student. When a student enters the Ascension Parish School System, he/she generally will be enrolled in the grade level to which he was assigned at his former school. However, Ascension Parish school personnel shall have the right, after assessment, to place the student in a more appropriate grade or subject.

An elementary student entering Ascension Parish schools from a school district using mid-term promotions will be tested by appropriate school personnel who will, in turn, consult with the principal as to grade placement. Pending the testing results, the student should be placed in the lower grade.

After administering appropriate screeners/Basic Skills Test, and assessment of transfer records, any new high school student will be placed in subjects taught at levels best suited to his/her needs as determined by records of the school from which he/she transfers.

Any student entering or transferring to grades 1-12 from a Home Study Program or a non-approved school shall be administered state-approved appropriate screeners/Basic Skills test.

Review of Placement (Grades K-8)

Students in grades K-8 are assigned to heterogeneous classes by the school principal. The services of school counselors are utilized in schools where available. If a student's placement is questioned, a conference will be scheduled with the parents and the school personnel to determine disposition. Adherence to the policy placement is ensured through continual monitoring by the Directors and Instructional Leadership Partners during on-site visits to all K-8 schools.

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.

Placement of Limited English Proficiency Students (LEP)

Students are not identified as an English Language Learner (ELL) until they have been screened with state-approved English Language Proficiency Screener (ELPS).

LDOE ENGLISH LEARNER PROGRAM HANDBOOK: INITIAL ASSESSMENT TO DETERMINE EL STATUS

Once a student has been identified as eligible to be determined an EL through HLS responses and the Family Interview Questionnaire, when applicable, LEAs are required to test the student with the state approved English

Language Proficiency Screener (ELPS). The school system must ensure that designated system and school staff members administering the screener are fully trained in the administration of the screening instrument so that accurate results are obtained. Local education agencies (LEAs) are not required to obtain permission or inform parents of placement testing.

LDOE ENGLISH LEARNER PROGRAM HANDBOOK: PARENTAL NOTIFICATION: INITIAL NOTIFICATION

School systems are required to inform parents of their child's qualification for initial placement into a language development program. If the student scores less than proficient on the ELPS, then a letter must be provided to the parent or guardian, in the primary language of the home (if possible), indicating that the child was identified as needing specific English language development services. The parent must be given an opportunity to waive any English language development services. If the student does not qualify for services, then the school system is not required to inform the parents.

While waiting for parental permission, the child should be scheduled for appropriate language assistance services, and services should begin immediately.

LDOE ENGLISH LEARNER PROGRAM HANDBOOK: OPTION TO WAIVE SERVICES

If parents choose to waive English language development services for their child, it is recommended that the school system/ school discuss the benefits of English Language Development instruction and address any misconceptions or questions parents have about the program. If a parent still opts to waive services, the school system/school should place the signed letter and any notes from the conversation in the student's cumulative file (CUM folder). Parents should also be informed that a refusal of services does not exempt the student from taking the English Language Proficiency Test (ELPT).

Limited English- speaking Students (K-12) Placement With/Without Transcripts from a Foreign Country

A limited English- speaking student (K-12) entering this school system with records from a foreign country shall be placed no more than one or two grade levels appropriate to his/her chronological age. Students who will be 16 years of age prior to December 31 of the current school year will be placed in the high school following the above criteria.

Grading and Promotion

Evaluation of EL Students in content areas will be according to their success towards course requirements, i.e., content and skill mandated, and not based on their English proficiency.

An EL student shall not receive any grade lower than a "D" in any subject due to a lack of understanding of the English language as long as the student is attending class with the appropriate materials and making a sincere attempt to meet the course requirements. An "F" can only be given after the following occur:

- Documentation of educational interventions and accommodations used in the regular education class and documentation of incidents of behavior disruptions, and
- A conference with the regular education teacher, EL personnel, EL supervisor, or designee, and parent/guardian of the student.

Placement, promotion, or retention of an EL student must not be based upon English proficiency or the lack of it. He should, however, be assigned grades based on cooperation, effort, and participation in classroom assignments to the degree his English language proficiency allows.

EL students shall begin participation in statewide assessments when they are enrolled in a school in the United States to acquire baseline data. However, if the EL student has completed less than two academic years in a school in the United States, the student's results can be excluded from accountability calculations. Once an EL student participates in the statewide assessment, the SBLC shall be granted the authority to waive the state's grade promotion policy for the student. An EL student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

Bulletin 741§351: English Learners

Extracurricular Activities

In addition to offering equal access to the core curriculum, LEA must provide English Learners with equal opportunities to participate meaningfully in all programs and activities, whether curricular, co-curricular, or extracurricular.

Individuals with Disabilities Education Act (IDEA) and 504 of the Rehabilitation Act

The Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973 address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the student promptly to determine if the EL has a disability or disabilities and whether the student needs special education and related services. Evaluations for special education and related services may not be delayed because of a student's language proficiency or the student's participation in a specialized language program. A student's classification as EL cannot be the basis for determining if the student has a disability.

Parent/Guardian Communication

LEAs have the obligation to communicate meaningfully with parents who have limited English proficiency skills and to adequately notify them of information about any program, service, or activity called to the attention of non-EL parents. LEAs must have a process to identify parents with limited English skills and provide them with free and effective language assistance, such as translated materials or an appropriate and trained interpreter.

Students with Interrupted Formal Education (SIFE)

ELs who are newcomers and have little to no documentation of prior education may also be classified as Students with Interrupted Formal Education (SIFEs). SIFEs may require additional support to acclimate to formal schooling.

To be identified as SIFEs, students must meet the following criteria:

- identified as English Learners,
- age 13 or older,
- have two or more years of education interrupted in their native country, and
- are two or more grade levels behind in reading and mathematics (when able to assess).

Traditional programming for *Students with Interrupted Formal Education* may not meet the unique linguistic and academic need of SIFEs. Many will need additional support in areas such as literacy and basic numeracy. This should be taken into consideration when making programming decisions to best support these students. If there is a sizeable population of SIFEs at a school, supervisor of Federal Programs and school teams will discuss appropriate options for support such as offering a newcomer's class, ESL class, or similar option that provides English language and academic fundamentals while also introducing the students to formal schooling in the United States. More information about newcomer programs can be found in EL Newcomer Toolkit.

LDOE ENGLISH LEARNER PROGRAM HANDBOOK: ENGLISH LEARNERS EXITING THE EL PROGRAM

ELs who achieve a score of Proficient on ELPT have demonstrated that they have attained a level of English language skills necessary to independently provide, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English. To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains including speaking, listening, reading and writing. Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and should be reclassified as Fully English Proficient. LEAS must notify parents through a notification letter and update their student information system with the student's new, non-EL status.

LDOE ENGLISH LEARNER PROGRAM HANDBOOK: Proficiency Definition

ELs who achieve a score of Proficient on ELPT have demonstrated that they have attained a level of English language skills necessary to independently provide, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English.

To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains including speaking, listening, reading and writing. Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and should be reclassified as Fully English Proficient.

LEAS must notify parents through a notification letter and update their student information system with the student's new, non-EL status.

English Learners can only be exempt from the domains of speaking and listening. In order for a student to receive an approval for exemption, schools must submit an official request, including documentation for the request no later than 30 days prior to the opening of the testing window. An ELPT Request for Exemption form can be requested by emailing assessments@la.gov.

Accommodations for the English Language Proficiency Test (ELPT) should be documented on a student's Individual Education Plan (IEP), Individual Academic Plan (IAP), or English Learner (EL) Checklist no later than 30 days prior to the opening of the testing window.

STUDENT MONITORING

After students have exited the specialized English language program(s) and no longer require services, a plan must be in place for tracking their academic progress for two years following their last reported EL

status. Staff is responsible for monitoring exited ELs must be provided with clear, detailed instructions in order to:

- ensure that students formerly classified as EL can meaningfully participate in the school's general education program;
- monitor students who seem unable to participate meaningfully in the school's general educational program as seen in poor academic achievement in order to determine the reasons for this; and
- document classroom grades, assessment scores, attendance, and any other related evidence needed to measure the student's continual progress.

School system staff members must be familiar with the standard procedures and documentation that will be employed throughout the monitoring process. A former EL may be reclassified as EL if they meet all of the following criteria:

- It is 3 years or less from initial classification to Fully English Proficient.
- There is documentation in the form of assessment scores, classwork, or observations that the student is struggling with the language demands in numerous content areas.
- All other classroom interventions have been unsuccessful.
- The SBLC determines that there is still a need for specific types of language supports. Once a student has been identified as needing to be rescreened, the school system will administer ELPS again and make placement decisions based on the student's most current proficiency levels. If there are any questions about this process, contact assessment@la.gov.

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.

Ascension Parish provides students multiple alternatives to regular placements.

All programs adhere to the same district policies and guidelines to the extent feasible.

The goal of the APPLe Digital Academy (APPLe) is to provide a positive direction for students in grades K-12 who have been expelled, who have not been resilient in traditional settings, or who struggle to meet graduation requirements.

APPLe Digital Academy is comprised of three programs housed in one facility - Blended Learning Program (BLP), Alternative Learning Program (ALP), and Ascension Pathway Program (APP).

Entrance Requirements

Alternative Learning Program (ALP): Expulsion from the home campus warrants eligibility for ALP students.

Ascension Pathway Program (APP): Students who are over-age or are unable to achieve success in a graduation path in a traditional school setting are eligible for entrance to APP.

Blended Learning Program (BLP): A voluntary, self-paced learning program, for the child's current grade placement, designed to meet the needs of students as they work toward graduation by completing online courses. Students enrolled in BLP in grades K-8 are required to take district benchmark assessments and required state assessments within the regular scope and sequence of the course, as applicable to each course.

Students with Disabilities in Blended Learning

Placement within the Blended Learning Program should be an IEP Team committee decision. The final decision shall be communicated to the Special Education Director. Students with Disabilities who participate in the Blended Learning Program should receive their special education services on the home-based school campus.

Exit Criteria

Exit criteria varies from student to student based on the program. All policies for exit are contained in the program designed guidelines.

IX. Due process related to student placement and promotion

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

Regular Education Students, parents, and teachers will be afforded due process as related to student placement in accordance with Act 250 of the 1979 Louisiana Legislative Session and the adopted policies and procedures of the Ascension Parish School Board. Due process procedures for disabled students with Disabilities must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA), Part B, LEA Application. Due process procedures for qualifying Students with Disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Components of Due Process Policy

- Grievance procedures must follow lines of authority.
- A student or parent is permitted to file his complaint with the teacher.
- If the complaint cannot be resolved with a teacher/parent conference, the individual may (a) file his complaint with the principal of the school; or if the grievance is not resolved, the individual may (b) contact the Superintendent of Schools for Ascension Parish in writing.
- Request a due process hearing at no cost.
- The Superintendent will advise the President of the School Board for the purpose of setting a hearing on the grievance matter.

- Parties will be allowed to address the issue before a designated committee.
- If the individual is not pleased with the decision of the committee, further action may be requested before the entire board.

If the decision reached by the entire board is not considered satisfactory by the person(s) filing the grievance, further action may be pursued through the judicial system.

Note: Teachers are afforded the same due process and may follow steps 3 through 8 of the above.

Students with Disabilities

Due process procedures for disabled students must be consistent with those described in Bulletin 1706 Subpart A - Regulations for Students with Disabilities. For further information regarding students with exceptionalities can be found in: Bulletin 1706, Bulletin 1530, and/or Bulletin 1508.

Section 504 Students

Due process procedures for qualified Students with Disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Ascension Parish will consider acceleration of students who have been identified through Bulletin 1508 evaluation as Academically Gifted for grades K - 12.

In grades 4-8, if a Student with Disabilities is served in a LEAP Connect classroom, grade placement may be adjusted to place the student in the appropriate grade level for his/her age group.

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.

*Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit*

Foreign Exchange Students

Each high school may enroll, at most, four foreign exchange students per school year. These students will be non-matriculating Sophomores and must have at least five years of English instruction prior to entry. To assure the success of foreign exchange students in our schools, the principal will have the final authority of accepting or rejecting students based on their English proficiency. The application deadline is July 25th.

Policies on Records and Report

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

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

- Course grades;
- Scores on the Louisiana Educational Assessment Program;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
- A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

The local school system shall maintain permanent records of each student's placement. The permanent cumulative record is the official record which follows the student through school, K-12. High schools must continue to gather and maintain certain information about students for administrative purposes and for guiding students in proper educational and career directions. Student records for the purposes stated shall include:

- Subjects, grades, and disposition for K-8 students; and correct course titles, grades, and credits earned for secondary students;
- Scores on the Louisiana Grade Level Tests and High School Graduation Exit/EOC Exam as reported by the LEAP (when applicable);
- Scores on any parish-adopted testing program and screening instruments; including Act 1120 screenings;
- All evaluation materials and progress reports on students involved in regular placement or in remedial and alternative programs;
- Information on the outcome of student participation in remedial and alternative programs.
- A copy of the letter informing the parents or guardians of either the placement of the student in or removal of the student from a remedial program;
- The written request of a parent or guardian seeking placement of a student into or the removal of a student from either compensatory or a remedial program;
- Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA) – Part B, LEA Application; and
- Documentation of SBLC procedures and actions regarding qualified Students with Disabilities under Section 504 of the Rehabilitation Act of 1973.

Each school shall maintain a record of all promotions, retentions, and remedial placements which have been determined by the promotion policies established by the Ascension Parish School Board for grades K-12 including student placement into special programs that have been made by placement committees or by counselor/ teacher recommendations with parental approval.

When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the system's Pupil Progression Plan.

Data contained in the student's cumulative folder will be made available to authorized personnel only (school principals, counselors, teacher, and parish supervisors). Authorized personnel seeking to examine or remove pertinent data must sign a log and indicate the reason for examining or removing. Upon completion of examination or review, the authorized personnel must return all data and again sign the log.

Interim reports are sent home in grades K-12 at each mid-marking period. In grades K-12 report cards are sent home every nine weeks. In grades K-4 conferences shall be an integral part of the system of reporting student progress to parents. These conferences shall be regularly scheduled two times each year on days designated as parent conference days by the Board

Grading Policy

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

LEAs shall use the uniform grading system. (see section V. Support for students)

LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

Teachers shall be responsible for evaluating each student's achievement/performance in all subject areas in accordance with the policies and procedures of the Ascension Parish Pupil Progression Plan. No other personnel shall directly or indirectly attempt to alter or otherwise affect the grade received by a student from his/her teacher unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy. If it can be determined that a violation of the policies and procedures of the Ascension Parish Pupil Progression Plan has occurred, only the appropriate school principal with the approval of the Superintendent or his designee may adjust the student's grade accordingly.

An interim report is sent to the parent or guardian of each student at the middle of each grading period to report each student's progress and make recommendations for improvement, including parent-teacher conferences. The interim report shall be signed by the parent or guardian and returned to the school. It shall then be the responsibility of the parent or guardian to arrange a conference with the teacher(s) of each child who is not making satisfactory progress, and schools shall keep records of such conferences. High School interim procedures may vary from this description and will be outlined in the school handbook.

Student report cards shall be provided at the end of each grading period for parental review, signature, and return to the school. High School report card procedures may vary from this description and will be outlined in the school handbook.

Grading Periods

Grading periods for the Ascension Parish School System shall be on a nine-week basis for all schools.

Grades 1-4: a minimum of seven grades dispersed throughout the grading period will be used in averaging grades, with daily, weekly, and unit evaluation forming the basis for the nine-week grades. Grades may include tests, written papers, reports, oral recitations, projects, experiments, and scores on mastery and unit tests, etc. Only one grade per grading period may reflect a combination of homework and class participation. Interim grades may not be counted as one of the minimum of seven grades required per grading period.

Grades 5-8: a minimum of nine grades dispersed throughout the grading period will be used in averaging grades, with daily, weekly, and unit evaluation forming the basis for the nine-week grades. Comprehensive nine-week exams (benchmark) shall be given in grades 6, 7 and 8, and will be counted as one of the nine-week grades. Only one grade per grading period may reflect a combination of homework and class participation. Interim grades may not be counted as one of the minimum of nine grades required per grading period.

For those students enrolled in Algebra I or English I, 15% of the final grade must come from the LEAP 2025 exam.

Grades 9-12: each teacher shall have a minimum of eight grades dispersed throughout the grading period and a comprehensive exam. On the block schedule, each full-credit course shall consist of two nine-week grading periods. Each $\frac{1}{2}$ credit course shall consist of one nine-week period. Each teacher shall have a minimum of eight grades per grading period, and a comprehensive exam (midterm or final). Interim reports will be issued a minimum of one time during each grading period at some point designated by the principal to report progress to students and parents for that grading period. Interim report dates will be communicated to parents and students at the beginning of the school year.

In averaging the grades for the grading period, all grades awarded before the exam shall comprise 80% of the total grade with no one grade equaling more than 10% of the total grade and the exam will comprise 20% of the total grade. Students enrolled in a course for which there is a LEAP test, must take the LEAP test, and it shall count as 15% of the final course grade. LEAP scores can be “banked” and used for credit in courses that have to be repeated. Grades may include tests, written papers, reports, oral recitation, projects, class work, experiments, and scores on mastery and unit tests, etc. Interim grades may not be counted as one of the minimum number of grades required per grading period.

Exception: For High School Students with Disabilities who meet April Dunn Act criteria, the LEAP test will count for 5% of the students’ Final Grade in courses that administer the LEAP test.

The grades assigned for the LEAP test achievement levels shall be as follows:

LEAP Achievement Level*	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

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

Percentage and Letter Grades

In grades 1-12, letter grades shall be utilized for each grading period based on the following scale:

90–100 = A = 4 quality points

80–89 = B = 3 quality points

70–79 = C = 2 quality points

60–69 = D = 1 quality points

0–59 = F = 0 quality points

For high school honors and AP classes, an additional quality point will be used to compute grade point averages. Honors' credit will be awarded for dual enrollment academic courses offered through a two- or four-year college or university that has been approved by the Ascension Parish School Board. These approved courses must be on a pathway for an Associates/Bachelor of Arts or Science degree. Honors credit will not be awarded for programs such as independent study courses, home school courses or courses taught at a technical or vocational school level.

When averaging quality points or percentage grades, fractions of .5 and above will warrant the next higher letter grade or percentage grade in grades 1-12. All fractions or parts thereof will be dropped after the letter grade has been determined. A student is required to have at least a 1.0 average to earn a "D".

In grades 1-8, letter grades are to be used on report cards, in the grade book, and all other permanent records in all areas. There will be no '+'s or '-'s attached to the letter grades.

Teachers shall use letter grades or quality points in their individual grade books. (Quality points shall be converted to letter grades at the end of the nine weeks.) Conduct should be graded with a letter grade on report cards only; however, no teacher should lower a student's academic grade for disciplinary reasons.

In grades 9-12, letter grades shall be utilized for each grading period. Teachers shall use percentage grades in their individual grade books, but these shall be converted to letter grades at the end of the grading period.

Semester Length Course Grades (High School Only)

In grades 9-12, a failure for the SECOND NINE-WEEKS is a failure for the semester regardless of the grade for the first nine-weeks EXCEPTION: In a LEAP Course ONLY, if the student fails the SECOND NINE WEEKS, but has the required 1.0 average as appropriately calculated to include all Grading Periods and the LEAP Categorical Score, AND earned a category score in the top two achievement levels (Advanced or Mastery) on the LEAP Test, then the student will pass with the appropriate letter grade assigned as calculated by Quality Points earned.

Full Year Course Grades

In grades 9-12, a failure for the SECOND SEMESTER or a failure for the FOURTH GRADING PERIOD is a failure for the course regardless of the grades of the first semester. EXCEPTION: In a LEAP-Course ONLY, if the student fails the SECOND SEMESTER or fails the FOURTH GRADING PERIOD, but has the required 1.0 average as appropriately calculated to include all Grading Periods and the LEAP Categorical Score, and earned a category score in the top two achievement levels (Advanced or Mastery) on the LEAP Test, then the student will pass with the appropriate letter grade assigned as calculated by Quality Points earned.

Final Grades

A student is required to have at least a 1.0 overall average to pass a course for the year. The average is determined by converting letter grades for the four grading periods to quality points and dividing by four (overall average) or two (semester average) based on the following conversion table:

A = 4 B = 3 C = 2 D = 1 F = 0

In grades 1-8, failure will result if an average for the last two nine weeks is below 1.0. A failure the SECOND SEMESTER is a failure for the year regardless of the grades for the first semester.

Cumulative Grade Point Average (GPA)

In grades 9-12, a student's cumulative GPA will be determined by calculating the sum of the product of the quality points earned from the course's final grade and the total potential credits possible from said course. If a student elects to improve his/her cumulative GPA by retaking a course, these guidelines will be followed:

- Correspondence, university, or distance learning courses that have been approved by the principal may be used to repeat a course
- Only regular level courses may be taken to repeat a course
- A course that has been passed previously cannot be repeated through a summer school program
- A course may be repeated only one time for the purpose of improving the grade

- GPA includes all course grades, even those that have been repeated. A Carnegie Unit will only be awarded one time
- Priority will be given to students enrolling in a course for the first time. Students will be allowed to repeat a course if space in a class is available

Students within the same graduating class will be ranked according to their cumulative GPA. In the event of a tie, between any of the top four ranked positions, the GPA of each of the students involved will be recalculated by calculating the sum of the product of the quality points earned per course per nine-weeks and the potential credits per course per nine-weeks divided by the sum of the potential credits per course per quarter.

To ensure a fair and even opportunity exists for all high school students, whether in the ECO program or not, the following method will be used to determine valedictorian/salutatorian at each Ascension Parish high school campus. When awarding Valedictory and Salutatory positions, students attending at the home-based school will be awarded Valedictorian and Salutatorian positions based on the ranking of the cumulative grade point average of those students attending school on the campus of the home-based school. Early College Option students may share the Valedictory and Salutatory positions if the following conditions are present:

- For Valedictorian: The honor of Valedictorian may be shared If the cumulative grade point average of the Early College option's top-ranking student is greater than or equal to the GPA of the home-based school's Valedictorian.
- For Salutatorian: The honor of Salutatorian may be shared If the cumulative grade point average of the Early College option's second ranking student is greater than or equal to the GPA of the home-based school's Salutatorian.

Middle school students may earn Carnegie credit for successful completion of high school courses taught by certified personnel. The grade for the Carnegie credit will be a letter grade at the honors level if the course taken in middle school is an honors course at the high school level and will be assigned the appropriate quality points to be included in the cumulative GPA for the student's high school transcript. Grading will follow the high school percentage grading system as defined in this Pupil Progression Plan.

Students are placed in Algebra I/English I utilizing the following criteria:

- LEAP 2025 test results
- Academic Grades
- Teacher Recommendations
- Other Criteria as listed in Bulletin 741

Algebra I/ English I in the 8th Grade

All students taking Algebra I/English I must take the Algebra I/English I LEAP and receive passing grades in the course to receive Carnegie credit.

Students are placed in other courses for Carnegie Credits offered by the middle school and as is appropriate to the student needs, provided the course offering and placement aligns with all the policies and sections of Bulletin 741 that guide Carnegie credit in middle school which includes but is not limited to §2321.

If a student takes a Carnegie unit while in middle school, where the Carnegie unit requires a LEAP test, then the student **must score Mastery or Advanced** on the LEAP test in order to receive Carnegie credit. If the student failed the course while in middle school, then the student must retake the course and the LEAP test at the high school level. The LEAP score will be included in the student's final grade at the Ascension Parish Standard of 15%.

Ascension schools follow Bulletin 741 as required when determining standards for awarding Carnegie credit.

In Kindergarten, grades of Satisfactory (Achieves Standards), Progressing/Developing (Approaching Standards), and Needs Improvement (Needs Support), shall be utilized for each grading period based on students' portfolio work collections and individualized testing.

No grade shall be given in spelling, language, and social living in the first grade for the first semester.

In grades 1-8, grades of Satisfactory will be reported as an "S" and grades of Unsatisfactory will be reported as a "U" on all permanent records. An "S" grade indicates achievement at a 67% or higher level; a "U" indicates failure. The following subjects will be graded with S/U:

- handwriting - grades 1-3
- health & P.E. - grades 1-3
- art - grades 1-3
- music - grades 1-3

Acceleration (Grades K-8)

Accelerated progression is not universally appropriate or beneficial, and the decision to utilize it as an option will only be considered in cases where superior academic ability has been demonstrated.

It is the belief of the Ascension Parish School System that the needs of students with advanced academic abilities can in most cases be achieved through differentiated teaching/learning and classroom enrichment programs.

A request to consider acceleration is submitted to the principal from a parent or teacher.

The School Building Level Committee, appointed by the principal, will act upon the request based upon the following criteria:

- The student being considered shall have been previously evaluated and classified as gifted per *Bulletin 1508*.
- Academic Maturity: The student will have scored in the 98th percentile in math and reading on a nationally normed test of academic achievement.
- Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a nationally normed test of academic aptitude, or "I.Q."

- Physical Maturity: Student should fit within the physical range of the next grade level.
- Social and Emotional Maturity: Student should be free of any serious adjustment problems. In some cases, gifted students' social or emotional difficulties may be caused by inappropriately low-class placement. Absence of close peer relationships may not be due to social immaturity.
- It is important that the student should not feel unduly pressured by parents/teachers. The student him/herself should be eager to move ahead
- Attendance: Student should attend school regularly to achieve skills necessary for academic success.
- The committee shall also utilize course grades, scores from appropriate standardized tests, teacher/parent/student interviews and input, and other pertinent information which may help determine appropriate placement.

A student who meets these requirements *may* be a candidate for acceleration; however, the final decision will be made by the committee with the principal based on all available data.

- Parents will be informed of the school's recommendation.
- Parents have a right to appeal the decision to the appropriate level Director.
- If the decision is to "accelerate" the student, a written parental consent must be obtained prior to placement and kept on file in the student's cumulative record.

Describe any applicable policies and procedures for grade "skipping."

The "skipping" of grades is not generally advocated except in cases where extreme academic ability has been demonstrated and advancement will not impair a student's social/emotional wellbeing. Such placement decisions will be determined through a conference with appropriate school personnel and the parents. Written parental consent must be obtained prior to placement. If a student enters the school system for the first time with a record of being skipped to the assigned grade the previous year, the school administrator shall have the right to place the student, after evaluation, in the grade most appropriate for the student.

► Describe any policies governing services for gifted students.

Ascension Parish offers enrichment experiences for appropriately identified gifted students in grades K-8 as an extension of the regular curriculum. Teachers who enroll identified students are afforded in-service training in the area of gifted characteristics, materials, and curriculum strategies which seek to enhance the student's curriculum, based on his needs and interests. Services are also provided to appropriately identified preschool age students. Ascension Parish will consider kindergarten enrollment of students who have been identified through Bulletin 1508 evaluation as Academically Gifted prior to the standard age requirement.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

ASCENSION PARISH

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: October 1, 2024

Dr. Edith M. Walker

Superintendent

Taft C. Klemp

Board President