

# **2025-2026 Pupil Progression Plan**

**Local Education Agency:**

**St. Charles Parish Public Schools**

The PPP should be submitted as a PDF to [ppp@la.gov](mailto:ppp@la.gov) by October 31.

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## I. Background and Purpose

Louisiana state law ([RS 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 PPP 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.

[RS 17:24.4](#) 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 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 the PPP is 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.

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Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov).

## II. 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 these provisions.

### Grade 1

Any child admitted to kindergarten pursuant to 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 30th 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 enrollment in 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.***

Promotion to the first grade will be based upon the following:

1. Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. The only exceptions to the attendance regulations shall be those enumerated in Bulletin 741 and verified by the Director of Child Welfare and Attendance. Appeal will be available through the Director of Child Welfare and Attendance.
2. Observable evidence of the child's level of readiness which is determined by the professional evaluation of the classroom teacher. Evidence of academic readiness as indicated on:
  - i. The English language arts and math grade-level requirements for kindergarten
  - ii. The kindergarten report card

Placement in first grade will require that the student demonstrates readiness as determined by district designed English language arts and math assessments. The readiness assessment shall be used to determine placement and appropriate support.

### **III. 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 VI. 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.***

Each principal shall annually verify 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. Charles Parish Public School System.

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

#### **Grades K, 1, 2, 4, 5:**

Factors that will determine the promotion or retention of children enrolled in grades K, 1, 2, 4, and 5 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.
2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:

Concerns for student academic achievement were addressed through intervention services by the third grading/reporting period.

Students in Grade 4 who do not score "Basic" on at least two core academic subjects will be offered the opportunity to participate in the district summer remediation program.

## Retentions

All retentions of students shall be within the following limitations:

- Grades K-4\*: Six year maximum (allows for 1 retention only)
- Grades 5-8: Five year maximum for students retained less than 2 times in lower grades (allows for 1 retention only) Four year maximum for students retained 2 times in lower grades

\*If a student does not meet promotional requirements for a second time in grades K-4, school personnel will review, revise, and implement any individual literacy and/or individual academic improvement plans that have been developed for the child and are required by state policy.

A student who has repeated 4th grade may be promoted or placed in 5th grade. However, a student who has repeated the 4th grade and who is 12 years old on or before September 30th (age consideration) shall be referred to SBLC for review of placement into 5th or 6th grade.

The SBLC recommendation will be sent by the principal to the Executive Directors of Elementary and Secondary Schools for approval.

### 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 the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).

- Students retained in third grade pursuant to this requirement shall be provided an Individualized 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.***

Factors that will determine the promotion or retention of children enrolled in grade 3 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.
2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:

Concerns for student academic achievement were addressed through ~~the RTI or SBLC processes~~ intervention services by the third grading/reporting period.

## **Retentions**

All retentions of students shall be within the following limitations:

- Grades K-4\*: Six year maximum (allows for 1 retention only)
- Grades 5-8: Five year maximum for students retained less than 2 times in lower grades (allows for 1 retention only) Four year maximum for students retained 2 times in lower grades

\*If a student does not meet promotional requirements for a second time in grades K-4, school personnel will review, revise, and implement any individual literacy and/or individual academic improvement plans that have been developed for the child and are required by state policy.

The SBLC recommendation will be sent by the principal to the Executive Directors of Elementary and Secondary Schools for approval.

### **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.***

Each principal shall annually verify 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. Charles Parish Public School System.

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

### **Grades 6 and 7:**

Factors that will determine the promotion or retention of children enrolled in grades 6 and 7 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.
2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:

Concerns for student academic achievement were addressed through the RTI or SBLC processes intervention services by the third grading/reporting period.

## Retentions

All retentions of students shall be within the following limitations:

- Grades K-4\*: Six year maximum (allows for 1 retention only)
- Grades 5-8: Five year maximum for students retained less than 2 times in lower grades (allows for 1 retention only) Four year maximum for students retained 2 times in lower grades

\*If a student does not meet promotional requirements for a second time in grades K-4, school personnel will review, revise, and implement any individual literacy and/or individual academic improvement plans that have been developed for the child and are required by state policy.

The SBLC recommendation will be sent by the principal to the Executive Directors of Elementary and Secondary Schools for approval.

## IV. 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 9<sup>th</sup> 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.***

Placement decisions for 8<sup>th</sup> grade will be made based on student coursework performance and determined by SBLC. Decisions regarding placement into 9th grade or transitional 9th grade will be made following the release of 8th grade LEAP scores. Students may be scheduled into Intensive English and/or Intensive Algebra for subjects scoring below Basic.

## Grade 8 Literacy Proficiency Requirement:

All students in grade 7 who score Unsatisfactory or Approaching Basic on the ELA LEAP and/or Emerging or P1 on ELPT will be screened using the DIBELS Literacy Screener during their 8th grade year. A student may be retained in grade 8 if:

- S/he does not score At or Above Benchmark on DIBELS by the end of the school year, AND
- S/he fails to attend at least 80% of the time at the Literacy Summer School

## 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/postsecondary 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 took effect 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.

**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 course. 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 a 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.

### **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.

For a credit recovery program to be approved, the courses must meet the following requirements:

1. 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.
2. 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.***

Not applicable.

## **V. 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 a 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 state law.

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

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

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

A- = 90%   A = 95%   A+ = 100%  
B- = 80%   B = 85%   B+ = 89%  
C- = 70%   C = 75%   C+ = 79%  
D- = 60%   D = 65%   D+ = 69%  
F = 50%

For students transferring from Home Study or schools not approved by the LDOE (public/nonpublic), the student shall take an entrance examination on any subject matter for which credit is claimed. The school issuing the high school diploma shall account for all credits required for graduation, and records will show when and where the credit was earned.

A student must be fully enrolled in St. Charles Parish Public Schools in order to take classes offered within the district.

The school system will administer a placement test to students whose anticipated grade placement is in grades 3, 4, 5, 6, 7, 8 and 9. The level of the test to be administered will be determined by the student's anticipated grade placement as evidenced by a prior report card or by the Home Study application. There will be a \$35.00 per student testing fee.

The student's progress will be monitored by the assigned teacher over a two week period to determine the appropriateness of placement. At the end of two weeks, if the student demonstrates competency beyond the current grade placement in both reading and mathematics, he/she will be recommended for placement in the next higher grade level. The School Building Level Committee will consider the teacher recommendation, review all data and determine appropriate placement of the student.

The following procedures will provide a comprehensive assessment plan for determining whether Carnegie unit credit will be awarded to a student returning from Home Study or school not approved by LDOE:

1. The parent must provide verification that the student was enrolled in the Home Study Program with the Louisiana State Department of Education or schools not approved by the LDOE (public/nonpublic) from the previous year. If the parent does not provide verification,

then the student will be placed in the anticipated grade level as evidenced by his/her prior school records and Carnegie units previously earned.

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

3. If a student's anticipated grade placement is grade 9, the student must have evidence that he/she has passed the English/language arts and mathematics portions of the state mandated test, or the state mandated placement test.

4. The parent will provide documentation of a sustained curriculum during the Home Study or schools not approved by the LDOE (public/nonpublic) in the subject areas for which Carnegie unit credit is being requested.

If the parent is unable to provide documentation of a sustained curriculum during the Home Study or schools not approved by the LDOE (public/nonpublic) enrollment in the subject areas for which Carnegie unit credit is being requested then the student will be re-admitted to the high school at the anticipated grade as evidenced by the student's prior school records, and no Carnegie unit credit will be awarded for the subjects taught in the Home Study Program/unapproved school.

5. A student admitted to grades 9-12 who meets the criteria established in steps 3 and 4 will be granted  $\frac{1}{2}$  Carnegie unit credit by passing a St. Charles Parish mid term core exam and, upon passing the mid-term,  $\frac{1}{2}$  Carnegie unit credit by passing a St. Charles Parish final core exam for each course in which a Carnegie unit is requested. In the case of English IV, a research paper must be completed in accordance with course requirements. Core exams will be administered only for courses for which exams have been developed. There will be a \$35.00 per student testing fee.

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

## VI. Support for students

### Uniform grading policy

LEAs shall use the following uniform grading system (§2302) 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 the 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.

## **VII. 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, including high-dosage tutoring, 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.

## **VIII. Course Choice**

### **Local Education Agency Responsibilities**

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.

- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student’s chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students’ educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
  - Priorities:
    - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
    - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
    - Students seeking access to TOPS aligned college credit;
    - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
    - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
    - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
    - Other priorities defined by the school system, approved by LDOE, and included in the School System’s pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

## IX. 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 the 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.***

At the time of a student's initial enrollment, a Home Language Survey is completed to determine the primary or home language. If a language other than English is identified on the

Home Language Survey, the student is identified as language minority and is then screened to determine his proficiency in the English Language. The completed survey is placed in the student's cumulative folder.

If the student is transferring from another Louisiana public school system, and has an ELPT test history indicating Limited English Proficiency, the student's parents will be notified that the student is eligible to continue services and the test history report will be placed in the student's cumulative folder.

If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student is placed no more than one grade level below chronological age/grade placement except at the high school level where placement will be determined by credits earned.

Whenever possible, the native language is used in instruction to the extent necessary for the student to obtain understanding of basic concepts during the period in which he/she is in the process of learning English language skills. English learners shall be provided instruction that fosters their success in mathematics, science, social studies, and English language arts. Students eligible for the supplementary support of instruction can receive Title 1 services or services from any other federally, state, or locally funded programs.

Instructional programs for English Learners must address English as a Second Language (ESL) development in English Language Arts, Reading, English, and other academic courses (refer to Bulletin 741). English Learners students may receive services through the age of 21.

Arrangements will be made by the ESL program supervisor for the language minority student to be tested for English proficiency within thirty (30) days of enrollment. The current English proficiency screener is ELPS.

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

## **X. Louisiana GATOR**

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
  - The student must be a resident of Louisiana and meet at least one of the following:
    - The student participated in the Louisiana Scholarship Program for the previous school year.
    - The student is entering kindergarten.
    - The student was enrolled in a public school for the previous school year.
    - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
  - enrolls full-time in a public school;
  - ceases to be a resident of Louisiana;
  - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
  - graduates or withdraws from high school;
  - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

## **XI. 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.***

### **ADAPT (Alternative Discipline A Positive Turn-Around)**

ADAPT is a full day alternative program for students in grades 6-12 who are suspended from their home-base school. Students are required to attend ADAPT before they can reenter their home-base school. ADAPT is designed to help each student address negative behaviors, to reinforce a positive attitude, and to make him/her accountable for his/her actions so that he/she becomes a responsible citizen.

This environment provides discipline, social skills, academics, physical exercise, and counseling in a structured and respectful setting.

### **Landry Educational Programs Center (LEPC)**

The Eual J Landry, Sr. Educational Programs Center (LEPC) is comprised of regular education and special education students who have met criteria for eligibility. Candidates for LEPC exhibit behavior that makes it inappropriate for them to remain in a self-contained classroom in a

regular school setting. LEPC placement will be considered the least restrictive environment for special education students according to their individualized education plans (IEPs). LEPC placement for regular education students will be provided as a result of recommended suspensions and expulsions. Other students may be eligible for LEPC under extenuating circumstances.

Students at the Landry Educational Programs Center have access to the curriculum as students at their home-base schools. LEPC high school students use Edgenuity, a computer-based software program, to access the general education curriculum in the core content areas. Other programs may be offered at the LEPC such as HiSET preparation. The center abides by all state and local policies and procedures when addressing PPP and graduation requirements.

### **Remote Learning**

In the event that SCPPS provides remote learning to students, remote learners students will adhere to St. Charles Parish Public Schools' Pupil Progression Plan and the same grading policies as students learning on campus. Remote learners are required to participate in any state and local assessments as determined by the Louisiana Department of Education and St. Charles Parish Public Schools. Remote learning instruction is aligned to the Louisiana Student Standards.

## **XII. 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.***

The School Building Level Committee is charged with the responsibility of reviewing all information regarding the decision. The parents will be informed by mail and by phone of the School Building Level Committee decision within 3 working days of the last scheduled day for students. If the decision is for the student to be retained in the current grade, the parent will be informed of the right to appeal at the school level.

School level appeals must be filed with appropriate school officials (home-based school) within ten (10) working days of notification. Records, reports, and any evaluative criteria, upon which the promotion decision rests shall be available within the confines of the confidentiality laws, to the legal parent(s)/guardian(s) initiating the review. Academic evidence of the student's deficiencies should be presented to the parents.

The general procedure of due process shall be followed in the review.

### **School Level Appeal**

The SBLC (School Building Level Committee) is charged with the responsibility of reviewing all information regarding the retention decision. Review of placement shall be conducted by the School Building Level Committee members appointed by the principal. The student's classroom teacher(s) should be a member of the committee. The parent shall be invited to appear before the committee as part of the appeal process. Academic evidence of the student's deficiencies should be provided to the parents.

If the initial SBLC decision stands, the parents will be informed by mail and by phone of their right to appeal to the District within 3 working days of the SBLC appeal meeting. The notification to the parents must include a copy of the District Appeals Form.

### **District Level Appeal**

Grade placement appeals to the District Level must be received at the St. Charles Parish School Board Office within 10 working days of notification.

Records, reports, and any evaluative criteria, upon which the promotion decision rests shall be available within the confines of the confidentiality laws, to the district-level appeals committee. The general procedure of due process shall be followed in the review.

The responsibility of the District Appeals Committee is to review the process used to render a student placement decision, along with analyzing evidence of student performance. The committee shall consist of the Director of Instructional Support, a grade band Curriculum Specialist or designee, Special Education personnel (if applicable), and other district personnel as needed. The Director of Instructional Support will ensure the following procedures are adhered to:

- Inform parents of their right to address the District Appeals Committee Meeting.
- Inform school administration of their right to have a representative address the District Appeals Committee. A school representative(s) familiar with the student's performance (administrator, teacher, etc.) should participate in the district-level appeal meeting.
- Review documentation and evidence of compliance with procedures provided by the SBLC.
- Review documentation and evidence of the student's academic performance.
- Render a decision based on the review of all required documentation and evidence.

Send written notification by certified mail of the decision to parents within ten (10) working days.

### **XIII. 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.*

Due to any waivers granted by BESE, PPP may be amended or adjusted to align with the BESE waivers.

Schools through SBLC, grade-level teams, departments, etc. shall identify students who are at risk of failing a course or grade with at least one follow-up before the end of the semester/school year. Notification to parents must clearly state that the student is "at risk of failing" a course or grade.

#### **a. Grades K-8**

Parents of students in grades K-8 who are at risk of failing a grade or course shall be notified through a progress/deficiency report, report card, letter, or documented conference no later than upon receipt of the third grading period report card.

#### **b. Grades 9-12**

Parents of students in grades 9-12 who are at risk of failing a course shall be notified through a progress/deficiency report, report card, letter or documented conference by the midpoint of the third reporting period.

As future waivers are granted by BESE, PPP will be amended or adjusted to align with the BESE waivers.

### **Placement Options for Students Retained Two or More Times in K-5**

According to Bulletins 1566, 1508 and 1903 review of placement may be initiated by the local school board, superintendent, parent or guardian, and/or school administrators. Once a review of placement has been initiated, the SBLC Committee will review supporting data. Supporting data for all students are as follows: current grade level, student classification, retention history, subjects failing, state assessment results, attendance, behavior records/support plans, and all records related to intervention services. Although these meetings could be held at the end of the school year, the latest time that this SBLC meeting could be held for any eighth grader is by the end of the first 2.5 weeks of 8th grade year and all other students by the first deficiency report.

Recommendation from SBLC will be submitted to the Executive Director of Elementary or Secondary Schools. The supporting data will be reviewed for any promotion or retention recommendations by the appropriate supervisory staff or designated committee for a recommendation to the Superintendent.

Any current SCPPS student entering grade 7 who is at least two years overage for the grade level may be recommended to the Executive Director of Elementary or Secondary Schools by SBLC to be placed in the next grade level.

Any student transferring into a SCPPS middle school who is at least two years overage for the student's current grade level of record shall be referred to the SBLC for placement determination.

Students approved will have to be supported through a process that requires two (2) of the following supports:

- Additional in-school support (more minutes than regular content classes)
- High-quality curriculum
- Highly-effective/proficient teacher
- Required attendance of Summer Program
- Or entering 9th grade:
  - o Placement into T-9 program
  - o Scheduled into both Intensive Algebra I and Intensive English I courses

### **Additional Policies and Considerations Used to Determine Placement in Grades 9 and Above and to Support Attainment of a High School Diploma**

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

#### **a. Attendance**

Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. Secondary students must meet the minimum attendance requirements to be eligible to receive Carnegie unit credit.

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

Child Welfare and Attendance staff will intervene after the third absence for a high school student. High schools will offer attendance recovery opportunities.

#### **b. Promotion and Classification**

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

- Classification in grade 9 (freshman) is accomplished when a student meets the promotional requirements for grade 8.
- Classification in grade 10 (sophomore) occurs when a student has completed one year in high school and has earned 6 units, 4 of which are required.
- Classification in grade 11 (junior) occurs when a student has completed two years in high school and has earned 11 units, 7 of which are required.
- Classification in grade 12 (senior) occurs when a student has completed three years in high school and has earned 17 units, 10 of which are required.

Early graduating students may graduate classified as an 11th grader. Grade re classification for early graduates should not take place.

HiSET students should be classified based on the number of Carnegie credits earned.

In the case of a grade re-classification with principal approval, the process is:

- Student must be exited from PowerSchool with a code of 15 (Exit for reassignment to another grade).
- Student is re-enrolled with code C4 (Re-entry into school) with a new grade level on the same day as exit.
- Documentation is required such as test results, summer school grades, report card, or similar forms located in the student's cumulative records that supports the grade change.

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

(1) A specific number of required 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) Units earned in credit recovery during summer session or school year may be used to make up deficiencies (i.e., D or F) only. If prior approval has been given by the principal, units of credit earned in an accredited public or approved private school summer school program that adheres

to the Louisiana State Standards can be accepted when such earned credit is accompanied with proper verification from the accredited summer school.

(3) Students can earn Carnegie credit by successfully completing all course requirements for distance education courses authorized by the LEA according to the policies in Bulletin 741.

(4) Validation for high school credit earned through BESE approved colleges and universities may be obtained for those college courses taken in collegiate summer programs and in concurrent or early admissions programs in accordance with provisions in Bulletin 741 and district guidelines and with prior approval by the principal. Units of high school credit may be earned in BESE approved high school programs with prior approval of the principal.

(5) Units of high school credit earned both in summer school and in the regular school term in vocational technical schools in Louisiana which are under the jurisdiction of the State Board of Elementary and Secondary Education will be accepted, upon the receipt of proper verification, for the purpose of remediation or enrichment.

(6) No credit may be given nor any credit accepted by transfer for tutoring or instruction provided by an individual acting privately.

Note that the number of units earned by the beginning of the fall term is the basis on which grade placement will be determined. Students in specially designed regular instructional programs and in courses designed for remediation must meet the unit requirements stated above for promotion.

Students who fail to earn credit in required courses must repeat the courses. Students who fail to earn credit in elective courses may repeat the courses or take other courses that are also electives.

#### **XIV. LEA assurances and submission information**

Assurance is hereby made to the Louisiana Department of Education that this St. Charles Parish Public Schools **2025-2026 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: August 20, 2025

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President