

2025-2026 Pupil Progression Plan

Local Education Agency:

Ouachita Parish School System

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Table of Contents

I.	<u>Background and Purpose</u>	3
II.	<u>Placement of students in kindergarten and grade 1</u>	4
III.	<u>Promotion and retention of students in grades 1, 2, 3, 4, 5, 6, and 7</u>	5
IV.	<u>Promotion and support of students in grade 8 and high school considerations</u>	7
V.	<u>Placement of transfer students</u>	10
VI.	<u>Support for students</u>	11
VII.	<u>Literacy support standards for grades k-3</u>	12
VIII.	<u>Course Choice</u>	13
IX.	<u>Promotion and placement of certain student populations</u>	14
X.	<u>Louisiana GATOR</u>	15
XI.	<u>Alternative Education Placements</u>	15
XII.	<u>Due process related to student placement and promotion</u>	17
XIII.	<u>Additional LEA policies related to student placement and promotion</u>	17
XIV.	<u>LEA assurances and submission information</u>	18

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.

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.

Requirements for entering pre-kindergarten:

Students entering pre-kindergarten must present a copy of their official birth record to the school principal, proof of residence and shall present satisfactory evidence of having been immunized against diphtheria, tetanus, mumps, and rubella, poliomyelitis, measles, chicken pox, and Hepatitis B or shall present evidence of an immunization program in progress. Those children, who will be four years old on or before September 30, are allowed to register for pre-kindergarten provided they present the above described documents.

Pre-kindergarten classes in Ouachita Parish are offered on a limited basis and are only available to certain children meeting the eligibility requirements of either the Title I Program, LA4, 8G. Eligibility requirements for these programs are available at the School Board Office.

Pre-kindergarten in the Ouachita Parish School System is organized as a full day program. These children are in school at least six hours each day. Pre-K students are not eligible for retention.

Requirements for entering Kindergarten:

Students entering kindergarten must present a copy of their official birth record to the school principal, proof of residence and shall present satisfactory evidence of having been immunized against diphtheria, tetanus, whooping cough, poliomyelitis, measles, chicken pox, and Hepatitis B or shall present evidence of an immunization program in progress. Those children, who will be five years old on or before September 30, are required to register with the above-described documents.

Kindergarten in the Ouachita Parish School System is organized on a full day schedule. These children are in school at least six hours each day. The courses of study for full-day kindergarten children will follow requirements outlined in Bulletin 741.

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.

In accordance with state requirements, Ouachita Parish will promote based on the criteria below for K, 1, 2, 3, 4, and 5.	
REQUIREMENTS FOR PROMOTIONS IN K, 1, 2, 3, 4, AND 5.	
Kindergarten	Must pass Reading Skills, Reading Knowledge, and Math with a final grade of C or higher.
Grade 1	Must pass Reading Skills, Reading Knowledge, and Math with a final grade of C or higher.
Grade 2	Must pass Reading Skills, Reading Knowledge, and Math with a final grade of C or higher AND must score above Well Below on EOY DIBELS or qualify for Good Cause Exemption. See explanation below.
Grade 3	Must pass ELA/Reading, math, and two other major subjects AND must score above Well Below on EOY DIBELS or qualify for Good Cause Exemption. See explanation below.
Grade 4	Must pass ELA/Reading, Math, and two other major subjects.
Grade 5	Must pass ELA/Reading, Math, and two other major subjects.

Promotion and mandatory retention of students in grade 2

Second graders scoring Well Below Benchmark after the last screening in the current school year will be retained unless the student meets one of the following Good Cause Exemptions:

- A limited English proficient student has been enrolled in an English Language assistance program for fewer than two years.
- An IEP indicates that the student is assessed using the LAAR.
- A student with an IEP or 504 plan who has previously been retained.
- A student with an IEP or 504 plan who has received intensive reading intervention for two years, as documented by the Individual Academic Support Plan or Individual Reading Plan, and still scores at the lowest achievement level on the literacy screener.
- A student was previously retained in kindergarten, first, or second grade and has received intensive reading intervention for two years, as documented by the Individual Academic Support Plan, still scores at the lowest achievement level on the literacy screener.
- A student has been diagnosed with dyslexia.

2nd grade students must pass Reading Skills, Reading Knowledge, and math with a final grade of C or higher AND must score above Well Below on EOY DIBELS or qualify for Good Cause Exemption.

Summer remediation will be offered for 2nd grade students who score at the lowest achievement level on DIBELS after their retest opportunity at the end of the 2025-2026 school year if they do not qualify under a Good Cause Exemption (see above). DIBELS retest will be the last day of summer remediation.

Students are eligible for promotion from grades K,1,4,5 by meeting attendance requirements and pursuing and passing the necessary courses of study. Students in grades K,1,4,5 who do not meet the grade requirements may be recommended for promotion by the School Building Level Committee.

Notes:

Students in grades K, 1, and 2 who do not meet grade requirements for promotions, but have already been retained at least once, should be reviewed by the School Building Level Committee (SBLC). Students may only be retained one time in grades K-3, but the SBLC committee may elect to promote children after they have been retained at least once in grades K-8.

Holdback of students with passing grades in K-8 will be a SBLC decision. SBLC must include parent(s) or guardian. The Holdback Request form can be found on the OPSB webpage of your child's school. *The Holdback Request form must be completed NO LATER than February 1 of the current school year in order for your child to be considered by SBLC for holdback.*

SBLC will use the Holdback Checklist to determine if your child is eligible for Holdback.

See Holdback Checklist on following page.

Holdback Checklist

In order for a student to be considered for holdback, the following conditions must first be determined. If any two of the four are determined to be YES, the student must promote.

- | | | | |
|----|--|-----|----|
| 1. | Is the student a discipline problem?
(As evidenced by more than one major referral)* | YES | NO |
| 2. | Has the child repeated a grade, or does the student have an early birthday? (10/1 - 12/31) | YES | NO |
| 3. | Student has more than ten (10) unexcused absences this year. | YES | NO |
| 4. | The student has exhibited concerns with academic effort and/or work ethic. | YES | NO |

*If the referral is one that OPSB recommends for expulsion according to the Ouachita Parish Discipline Manual, then the student holdback may not be granted.

RE: Custody Concerns:

If the child's parents are separated or divorced, the custodial parent will be included in the SBLC decision. If the parents have joint custody and disagree on the placement, the school will make the decision.

_____ The School Building Level Committee has determined that this student will promote to the next level.

_____ The School Building Level Committee has determined that this student will be allowed to hold back for the following school year.

Signature of Committee Members

Date

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.

Students must pass ELA/Reading, Math, and two other major subjects in addition to the LDOE guidance listed above.

Summer remediation will be offered for 3rd grade students who score at the lowest achievement level on DIBELS after their retest opportunity at the end of the 2025-2026 school year if they do not qualify under a Good Cause Exemption (identified by LDOE). DIBELS retest will be the last day of summer remediation.

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.

<p>In accordance with state requirements, Ouachita Parish will promote based on the criteria below for Grades 6 and 7.</p> <p>REQUIREMENTS FOR PROMOTION IN Grades 6 and 7</p>	
Grade 6	Must pass ELA, math, and one other major subject and one minor subject or two other major subjects.
Grade 7	Must pass ELA, math, and one other major subject and one minor subject or two other major subjects.

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.

In accordance with state requirements, Ouachita Parish will promote based on the criteria below for Grade 8.	
Grade 8 (8 period day)	Must pass ELA, math, and one other major subject and one minor subject or three other major subjects.



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School-Building Level Committee Pupil Progression 9th Grade Placement

Student: _____ DOB: _____ Age: _____
 Regular Education: _____ Special Education: _____ 504: _____ EL: _____
 Retained in Prior Year(s): Y / N If so, when? _____

- I. **Regular Grade 8 Promotion:** In order to promote to the ninth grade, **first time** 8th grade students shall meet the following criteria:
- a. score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other subject area
 - b. pass the following courses:
 - i. ELA, Math, one other major subject (SS or Sci) AND one minor subject -or-
 - ii. ELA, Math, Sci, and SS

****Record in the chart below all pertinent information to determine promotion eligibility.**

ELA	MATH	SCIENCE	SOCIAL STUDIES
LEAP Score _____ Course Grade _____	LEAP Score _____ Course Grade _____	LEAP Score _____ Course Grade _____	LEAP Score _____ Course Grade _____
	P.E.	ELECTIVE	
	Course Grade _____	Course Grade _____	

LEAP: A = Advanced, M = Mastery, B = Basic, AB = Approaching Basic, U = Unsatisfactory

- II. Students who do not meet the promotion standard in section I after taking the eighth grade state assessments in the spring may be placed on a high school campus in the **transitional ninth (T9)** grade if they meet one of the qualifying waiver options below.

LEAP QUALIFYING WAIVER OPTIONS:

- _____ (Mastery/Advanced Waiver) *Unsatisfactory* in ELA or Math and *Mastery+* in the other _____ Student must participate in remediation
- _____ (U/B Waiver) *Unsatisfactory* in ELA or Math and *Basic+* in the other **and** *Approaching Basic+* in both Science **and** Social Studies
 - _____ Student must participate in remediation
 - _____ Student must have overall 2.5 GPA
 - _____ Student was in attendance for 92% (165 days) during school year
- _____ (AB/AB Waiver) *Approaching Basic* in ELA **and** *Math* _____ Student must participate in remediation

SBLC DECISION:

_____ Promoted to Grade 9	_____ Placed in Transitional 9 th Grade	_____ Retained in Grade 8
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Please call the SBLC Chairperson, _____ at _____, if further assistance is needed with this matter or to arrange a conference to discuss this proposed administrative, SBLC, action.

Counselor

Date

Principal

Date

**Original document must be placed in cumulative folder. A copy given/mailed to parent/guardian and a copy kept on file with SBLC. The High School has the authority to accept this SBLC decision.*

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/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.

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.

Students entering grade 1,2,3,4,6,7, and 8:

Students entering the above grades and transferring from any in-state non-approved private school and any home study program shall be administered the district provided online placement test.

The student will be given a system-approved norm-referenced online placement test to determine placement.

Student placement will be SBLC decision following the OPSB guidelines found on Placement Test Conversion Chart [Linked HERE](#).

Grades 5 and 9:

A student who is transferring from an in-state non-approved school or a homeschooling program or a Louisiana resident who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade online LEAP2025 English Language Arts and Mathematics placement tests. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems. The following guidelines shall apply:

Students may take LEAP2025 during the spring administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency, District Test coordinator to register for the test.

The nonpublic school and the parent(s) (or home school parent(s)) are responsible for providing to the LEA District Test Coordinator, at least ten (10) working days prior to the testing dates, appropriate documentation required for requested standard testing accommodations.

LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded, if requested by parents, upon the student's enrollment in a public school system the semester immediately following the testing for students enrolled through October 1st.

Students transferring into local school systems in Grades 5 and 9 from home school and a non-approved school prior to February 15th are required to take the state provided placement if the students have not taken LEAP2025.

The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.

Secondary:

Students transferring into 10th-12th grade from non-accredited schools and seeking a Carnegie unit(s) in a course must take a comprehensive exam in each subject for which a credit is sought and score 59.5% or above. Students who score below proficiency level (59.5%) will not receive credit and will repeat the course if it is required.

Students transferring at mid-term must take the mid-year comprehensive examination in each course in which credit is being sought. Credits earned shall be determined by the guidelines in Pupil Progression Plan.

The local School Building Level Committee will, using the results of the test taken, award credits based on these results.

Students entering Ouachita Parish in grades 9-12 must meet Louisiana Graduation Test requirements.

A high school student seeking placement in 10th, 11th, or 12th grade transferring from a school on the most recent LDOE published list of approved non-public schools will have their Carnegie units honored on their OPSB transcript.

All Foreign Exchange students will be placed as 10th graders regardless of age. Foreign Exchange students entering our high schools will not receive a diploma. Their experience is for cultural enrichment.

NOTE: A Louisiana resident transferring from any out-of-state school is defined as a student living in Louisiana but attending school in an adjacent state.

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.

Initiating Review of Placement

If *Teacher, Parents/Guardians, Principal/Assistant Principal, Superintendent, Instructional Supervisors, Student over 18*, have reason to believe that an individual student has been misplaced by promotion, retention, or other placement procedures, that person may initiate a placement review for that student by activating the School Building Level Committee. The School Building Level Committee will review that student's past school performance and his/her present performance to ascertain if a change in placement is necessary.

Monitoring Promotion

Promotion, retention, and /or placement decisions shall be monitored by the system. Administrative Staff is to determine whether the parish's policies are being implemented uniformly throughout the parish. The supervisor in charge of Pupil Progression and/or Compensatory/Remedial Education will:

- Verify that access to the Pupil Progression Plan has been made available and review with all instructional personnel.
- Observe and supervise compensatory/remedial teachers as they work with students.
- Interpret the provisions of the plan as needed.
- Monitor the implementation of the plan through meetings with school administrators and analysis of records as needed.

Students with Disabilities (K-8)

Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) shall be determined by the student's IEP team. (Per Act 833 (April Dunn Act), 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

English Learners

Each student entering a Ouachita Parish school for the first time must complete the Home Language Survey. If the HLS indicates that the student's primary or home language is something other than English, an EL Specialist will be contacted. The EL Specialist will administer the English Language Proficiency Screener (ELPS) to measure proficiency in each of the four language domains: listening, speaking, reading, and writing. EL (English Learner) status and proficiency level are determined and the student is categorized as Emerging, Progressing or Fully Proficient in English. However, to ensure bilingual/bi-literate students are not identified as ELs, school systems can use the optional Family Interview Questions to assist in making the screening determination. If the Family Interview Questions reveal the student's English proficiency is on par with an English-only peer, documentation is filed in the cumulative folder and the screening process is stopped.

If the student scores less than proficient on the ELPS, a letter must be provided to the parent or guardian, indicating that the student was identified as needing specific English language development services. The parent must be given an opportunity to waive any English language development services. If a parent refuses services, the student will continue to be federally identified as an English Learner and is required by the state of Louisiana to take the annual English Language Proficiency Test (ELPT) which measures the student's English language proficiency and is a determining factor in his/her exit status the following school year. Students who refuse services will receive appropriate accommodations and support by their classroom teacher.

Placement of EL Students

All ELS must be placed in their age-appropriate grade level (see chart next page). A student with little or no knowledge of English should be placed immediately in an English language instruction educational program and/or provided appropriate accommodations and assistance in their content classes. The goal is to integrate the student into regular programs while providing an intense language acquisition program. The student should participate with age group peers in all school activities.

If an EL student's initial enrollment is at the high school level and they have no academic records from their sending school and /or country or they do not have Carnegie units recognized by our system which would otherwise qualify the student as T9, the receiving school may utilize data from the ELPS to place an EL student as a T9 so appropriate academic support is received.

Age Appropriate Placement:

Grade	Age on or before September 30	Grade	Age on or before September 30
K	5-6	Seventh	12-13
First	6-7	Eighth	13-14
Second	7-8	Ninth	14-15
Third	8-9	Tenth	15-16
Fourth	9-10	Eleventh	16-17
Fifth	10-11	Twelfth	17-18
Sixth	11-12		

Specialized Language Services

English Language Learners (ELLs) shall be offered specialized language services which address their instructional needs in acquiring the English language and academic content. Certified EL Specialists are assigned to serve English Language Learners. ELLs will receive specialized language services using one of the following models:

- Sheltered Instruction Observation Protocol (SIOP) with accommodations and language support: An instructional approach with the focus of making academic instruction in English comprehensible to ELs. Content teachers use scaffolding, physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in ELA, math, science, social studies, and other subjects.
- ELL Pull-Out Classes: EL specialists use strategies for English language acquisition and tutoring in content areas.
- ELL Push-In Classes: Co-teaching between classroom teacher and EL Specialist or EL paraprofessional in a heterogeneous classroom.
- ELL Coaches: ELs are scheduled in a general education classroom with accommodations. The EL Specialist collaborates with general education classroom teachers to address the needs of the ELLs and provide teaching strategies.

Grading Practices for EL Students

See guidelines and considerations below to determine an equitable standard of grading EL students:

1. Documented communication with parents if student is struggling academically with class.
2. Teacher documentation form for failing grades.
3. Student data analysis (classroom assignments, LEAP, ELPT, Lexia, benchmarks, etc.
4. Student demographics (age, grade, time in country especially if less than one year)
5. Classroom participation, work ethic, student engagement

EL students who have not yet acquired sufficient academic English cannot be graded by the same standards as native English speakers. However, EL students should be attentive in class, completing homework to the extent possible, contributing in cooperative learning tasks, and making noticeable progress in learning grade appropriate skills as English language is begin acquired.

If the student is receiving accommodations in the classroom, it must be noted in the comment section on the report card by choosing comment: (24) Limited English proficiency and/or (25) Met ELL Accommodations. The regular classroom teacher and the EL Specialist will work and communicate regularly to keep each other informed of the student's progress. Student in grades 3-8 can be given the LEAP test in Spanish for math as a testing accommodation if they have received classroom instruction and/or interventions in Spanish throughout the school year.

Retaining EL Students

Title III guidelines state that an EL student cannot fail their content classes due to an English language barrier or if their lack of English proficiency is keeping them from fully accessing the academic content. Content classes include Reading, ELA, math, science, and social studies. Therefore, EL students should not receive a failing FINAL grade in these content areas, but shall be scheduled to receive additional services depending on the needs. If an EL student is receiving all accommodations and / or classroom modifications and is still unable to access the content, the student should be referred to the School Building Level Committee (SBLC) for additional evaluation.

Monitoring of Exited EL Students

At the beginning of each school year, EL Specialists will meet with teacher of all ELs who have met the state exiting criteria and are not in Monitor Year 1 or 2. The teachers will be given an Exited EL Monitoring Form to document the student's academic achievement. The EL Specialist and classroom teacher will meet to determine if further services are required for the exited student's success. If an exited EL shows signs of academic distress, the teacher should contact the EL Specialist for continued support of the student.

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.

The LAEs policy regarding placement in the Alternative Education Setting (AES) is primarily informed by behavioral decisions made by both Child Welfare and Attendance and Student Support Services. Students placed in this program have undergone due process and have been offered opportunities for redirection and counseling services prior to their placement. Once enrolled in the AES, students continue their academic coursework while receiving counseling and additional resources designed to support them in making more constructive life choices. Additionally, students must adhere to the district's pupil progression guidelines.

HiSet Academy

- Beginning in the 2024-2025 school year, Ouachita Parish Schools will offer a HiSet Academy for qualifying students. Students are recommended for the HiSet Academy by the Director of CWA or their school's administration or counselors. Students must also be at least 15 turning 16 within the current school year to attend. After receiving the recommendation, the Director of CWA will interview the candidate for entry into the HiSet Academy.

Upon placement into the HiSet Academy, students will sign a contract agreeing to adhere to the program expectations to remain in the HiSet Academy. HiSet Academy students will report to the OPAL campus for instruction. Upon successful completion of the HiSet Academy, students will sit for their HiSet certification for graduation. Students enrolled in courses within the HiSet Academy shall follow all OPSB guidelines regarding appropriate use of technology, discipline, and other policies and procedures.

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.

Due Process for Students with Disabilities

The rights of due process procedures for students with disabilities shall not be curtailed by this process and shall be consistent with rights defined in Individuals with Disabilities Act (IDEA) Part B, LEA Application.

Due Process for Qualified Disabled Students

Due process procedures for qualified disabled students must be consistent with those identified in Section 504 of the Rehabilitation Act of 1973 (dyslexia, ADHD and other related disorders).

Regular Placement

Based upon local school board policies pursuant to the guidelines of Bulletin 1566, Guidelines for Pupil Progression, each teacher, along with appropriate School Building Level Committee and IEP Committees, shall determine promotion or placement of each student including students with disabilities participating in LEAP 2025.

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.

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

<p>Carnegie Units: To receive a Carnegie Unit for a class, the student must successfully pass (score D or higher) in the course. Final course grades for LEAP eligible classes will include the LEAP conversion score (15% for regular education students, 5% for students identified as 1508).</p>	
Grade 9	<p>A 9th grade student (Freshman) is one who has acquired between 0 and 5 Carnegie units and has been promoted as a result of passing all required coursework and testing at the culmination of 8th grade. At the end of the 9th grade year, to be considered a 10th grader (Sophomore), students must have acquired at least 6 credits. *Credits must include one credit each of math and English.</p>
Grade 10	<p>At the end of the 10th grade school year, to be considered an 11th grader (Junior), students must have earned 11 credits. *Two courses each in English and math, and one required course in science and social students. 10th grade students make the decision to pursue either the Jump Start TOPS Tech or TOPS graduation pathway. Students in the TOPS Tech graduation pathway are required to have two approved Jump Start elective credits for placement in 11th grade.</p>
Grade 11	<p>At the end of the 11th grade year, to be considered a 12th grader (Senior), students must have acquired 17 credits. * Credits must include three courses each in English, math, and two courses each in science, and social studies.</p>
Grade 12	<p>At the end of the 12th grade year, students must have acquired 24 units for TOPS graduation pathway (23 for students in the TOPS Tech (Jump Start) graduation pathway). 9 units must be elective credits from the selected major pathway and pass necessary culminating industry-based certifications (IBCs), including all required courses, and have passed the required EOC and/or LEAP 2025 HS test to be eligible for graduation in accordance with Bulletin 741. *Students identified under ACT 833 (April Dunn Act) have alternative graduation requirements designated in their IEP. Students are required to attempt IBC acquisition, but failure to acquire the sought IBC does not prevent graduation. In order to participate in the graduation ceremony students must have satisfied all graduation requirements (Act 833 exclusions apply).</p>

Weighted Quality Points

- Ouachita Parish final Grade Point Average (GPA) for high school credits shall be calculated using the value-added method (weighted classes determined by using the BESE Approved TOPS Core Weighted GPA Grid). The Carnegie units and grades awarded on a student's transcript will be used to calculate students' GPA with the exception of courses assigned a P (pass) or E (exempt).

[CLICK HERE](#) to access the BESE approved TOPS University qualifying courses.

D.I.V.E. Program – Dynamic Instructional Virtual Experience

- Ouachita Parish's DIVE program provides students from high schools with access to high-quality, rigorous courses such as Dual Enrollment which may not be available at the homebased school. Teachers certified in hard-to-staff classes deliver synchronous virtual instruction to students on other OPSB high school campuses. Students enrolled in courses within the DIVE program shall follow all OPSB guidelines regarding appropriate use of technology, discipline, and other policies and procedures. In addition, all DIVE students shall submit a signed student expectation contract to continue participation in the program. DIVE courses follow the same guidelines for grading as face-to-face courses.

Students with Significant Disabilities –

Students who qualify for LEAP Alternate Assessment are eligible to pursue the Jump Start Career Diploma pathway which may be found in Section 2320 of Bulletin 741. Graduation requirements for these students are listed here:

- A. Total – Minimum of 23 courses (enrollment in Carnegie credit bearing courses and applied course shall count toward the course credit)
- B. Assessment requirements (Scores Meets or Exceeds standards or portfolio)
- C. Workforce – Readiness and Career Education requirements
- D. Transition requirements

A certificate of achievement remains an option if student(s) is not able to meet the requirements of the Career Diploma pathway.

High School Credit for College Courses (Dual Enrollment)

The following policies apply to students attending colleges or other post-secondary institutions on a part-time bases:

1. The principal of the high school shall approve in advance the course to be pursued by the student in college.
2. The student shall meet the entrance requirements established by the college.
3. The principal of the high school shall verify that the contents of the college course meet the standards and grade-level expectations of the high school course for which the student is receiving credit.
4. The student shall earn at least two or three college hours of credit per semester. A course consisting of at least two college hours shall be counted as no more than one unit of credit toward high school graduation.
5. The high school administrator shall establish a procedure with the college to receive reports of the student's class attendance and performance at nine-week intervals.
6. College courses shall be counted as high school subject for students to meet eligibility requirement to participate in extracurricular activities governed by voluntary state organizations.
7. Students may participate in college courses and special programs during regular or summer sessions.
8. For gifted students, entry into a college course for credit shall be stated in the student's IEP.

A Proficiency Examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a high degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

The testing instrument and the passing score shall be submitted for approval of the Bureau of Secondary Education, State Department of Education.

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). M.P.S. (minimum proficiency standards) must be indicated in the remarks column. If vertical acceleration is recommended after all data are considered, the principal shall submit to the School Building Level Committee recommendations to the superintendent or designee for the final decision concerning placement. Parents will be informed of the action taken.

Regarding LEAP2025 Remediation/High School

The purpose of this program is to provide remedial instruction to those students who scored Unsatisfactory in English Language Arts, mathematics, science, and/or social studies to increase the likelihood of the student scoring a passing (approaching basic or above) achievement level.

Students who scored Unsatisfactory in English Language Arts, mathematics, science, and/or social studies on the graduation tests will be eligible for remediation. Pupil/Teacher ratio shall be 18:1 maximum. Thirty remedial hours (to the maximum extent possible) will be provided for LEAP2025 during the school year and/or summer. Remediation will be taught by certified teachers and/or offered online in a lab setting using parish designed courseware (Edgenuity). Students needing additional assistance will be provided hands-on, multi-modal instruction incorporating visuals and manipulative tools whenever possible. For high school students, after-school tutoring, Saturday tutoring, test preparation, summer school, and remediation courses may be offered. Parents are required to sign a Waiver of Attendance form when refusing summer remediation services for their child. A copy of this form is kept on file at the school and a copy is sent to the district high school director to be kept with the summer remediation records.

Jump Start is Louisiana's Career and Technical Education Diploma Pathway and students are required to complete the following

1. Students shall pass the required LEAP2025 exams with an Approaching Basic or above. Unless otherwise designated under ACT 833 (April Dunn Act) in Bulletin 1508.
2. Students shall complete a regionally designed series of Career and Technical Education (CTE) coursework and workplace based learning experiences, leading to a statewide or regional Jump Start credential. This shall include courses and workplace experiences specific to the credential, courses related to fundamental career skills requirements in Jump Start and other courses, including 9 career electives, which the Jump Start regional team determines are appropriate for the pathway.
3. Students must attain industry-based credentials as determined by designated Pathway design in order to graduate.
4. Students who take a course corresponding with the LEAP2025 test are required to take the test and score, at minimum, an approaching basic to meet Louisiana Graduation Testing Requirements. All students must take the ACT before graduation, and students on the Jump Start pathway will also take WORKKEYS tests.
5. Students identified under Bulletin 1530 §405.b and R.S. 17:183.2, who qualify for Act 833 (April Dunn) have alternative graduation requirements designated in their IEP. Students are required to attempt Industry Based Credential acquisition; failure to acquire the sought IBC does not prevent graduation.

Grading Symbols

The grading symbols which are used for each grade level are indicated below.

Grades	Symbols	Subjects
K	A,B,C,D,F*	All major subjects and conduct for 1 st through 4 th nine weeks.
1	A,B,C,D,F*	All major subjects and conduct.
2	A,B,C,D,F*	All major subjects and conduct.
3	A,B,C,D,F*	All major subjects and conduct.
4-5	A,B,C,D,F*	All major subjects and conduct.
6-12	A,B,C,D,F*	All subjects

Note: An "I" in any subject indicates incomplete work for that period. A grade of incomplete must be made up within the next grading period.

*Requires percentage grades to be averaged and recorded with the converted letter grade on the system-approved official report form.

Major Subjects

Grade	Major Subjects
K	Reading Skills, Reading Knowledge, Mathematics
1	Reading Skills, Reading Knowledge, Mathematics
2	Reading Skills, Reading Knowledge, Mathematics
3	ELA/Reading, Mathematics, Social Studies and Science
4-5	ELA/Reading, Mathematics, Social Studies and Science
6-8	ELA, Mathematics, Social Studies, Science

Minor Subjects:

NOTE: Handwriting will be introduced by the 3rd nine weeks of second grade.

Grades	Minor Subjects
K	Science/Social Studies
1	Science, Social Studies
2	Science, Social Studies
3-5	No Minor Subjects
6,7,8 (All schools)	Health, PE, Art, Music, French, Other Electives, Computer Applications, Math lab, Reading lab
Non-graded Minor Subjects	
Grade K-5	Music, Arts & Crafts, Health, PE

Conduct

A conduct grade is a separate grade from the academic subject matter and will be awarded in grades K-5. No grade lower than C in conduct may be awarded unless the teacher has had direct contact (phone call, email, signed note, and/or face-to-face conference) with the parent during that grading period discussing the reasons for the conduct grade.

Grading Periods

There will be four 9 weeks grading periods for grades K-12.

Report Cards

Both the actual percentage grade and the converted letter grade shall be recorded for major subjects on the parish wide report cards for grades K-12.

Percentage Grades

For the purpose of averaging, the following grading scale will be used:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Grades 1-8 Percentage Grading

On all permanent records, the final converted letter grade and the percentage grade shall be recorded. Eighth grade course for Carnegie Unites will follow the same grading policy as grades 9-12, including comprehensive mid-term and final examinations.

Attendance requirements for promotion

Reference Bulletin 741, Chapter 11, 1103, Compulsory Attendance, G.

Grades K-5

Grades K-5 in the Ouachita Parish School System are organized on a six-hour day. The courses of study for a six-hour day for these grades are as follows:

Kindergarten:

Courses	Periods per Week	Minimum Time
Reading Knowledge*	5	60
Reading Skills**	5	60
Reading HDT	3-5	30
Mathematics	5	60
Math HDT	3-5	20
Health and PE	5	30
Music/Arts/Crafts	5	30
Snack/Restroom/Rest Time	5	95
		385

*Reading Knowledge will include Knowledge domains.

**Reading Skills will include Skills units, grammar, spelling, handwriting.

Report Card for K (All Major Subjects): Reading Knowledge, Reading Skills, Mathematics

Grade 1

Courses	Periods per Week	Minimum Time
Reading Knowledge*	5	75
Reading Skills**	5	60
Reading HDT	3-5	30
Mathematics	5	75
Math HDT	3-5	30
Health and PE	5	30
Music/Arts/Crafts	5	30
Instructional Enhancement/Accelerate	5	55
		385

*Reading Knowledge will include Knowledge domains, fluency, composition.

**Reading Skills will include Skills units, grammar, spelling, handwriting.

Report Card for 1st Grade (All Major Subjects): Reading Knowledge, Reading Skills, Mathematics

Grade2

Courses	Periods per Week	Minimum Time
Reading Knowledge*	5	70
Reading Skills**	5	60
Reading HDT	3-5	30
Mathematics	5	55
Math HDT	3-5	20
Science/SS	5	45
Health and PE	5	30
Music/Arts/Crafts	5	30
Instructional Enhancement/Accelerate	5	45
		385

*Reading Knowledge will include Knowledge domains, fluency, composition.

**Reading Skills will include Skills units, grammar, spelling, handwriting.

Grades 3-5

Courses	Periods per Week	Minimum Time
ELA/Reading	5	110 (55 + 55)
Mathematics	5	55
Social Studies	5	55
Science	5	55
Math HDT	3-5	25
Reading HDT	3-5	30
Health and PE	5	30
Music/Arts/Crafts	5	25
		385

Grades 6-8

The required courses for grades 6,7, & 8 are based on Bulletin 741 guidelines as follows:

Courses	Period Per Week	Minimum Time
English/ Language Arts BLOCK/MODIFIED BLOCK	5	96 (48 X 2)
Mathematics – MODIFIED BLOCK	5	96 (48 X 2)
Social Studies	5	48
Science	5	48
Health & Physical Education(minimum of 150 min. per week)	5	48
Electives (Including French)	5	48
TOTAL MINUTES		384

Foreign Language for students in Grades 4-6:

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

Ouachita Parish has requested a waiver for the requirement that all students in grades 4-8 take French. Academically able students are defined as those working at or above grade level. However, in schools where the foreign language program is offered, all students participate by grade level (grades 4-6). The French program is taught during the instructional enhancement time in grades 4-6. Some academically able students in grades 7 & 8 take French as an elective.

The LEA's policy for awarding ½ unit of credit is as follows:

The student must meet the minimum attendance requirements and must have a semester average of 59.5 or better to pass for the semester and earn ½ unit of credit. However, if the student fails the first semester of a course and has a second semester average high enough that when averaged with the first semester gives a final average of 59.5 or better, then the student will receive full credit for the course.

Middle School Carnegie Credit

- To award a Carnegie Credit, the course must be taught following the curriculum and rigor of high school.
- Middle School will offer full credits only, with the exception of Health, which is a ½ credit.
- To award a Carnegie Credit, students must be in the course for the entire academic year.
- Courses to be taught in the middle school setting eligible for Carnegie Credit are:
 - Algebra I (8th grade)
 - Quest for Success (8th grade) teacher must have state certification
 - Keyboarding/IBCA/Computer Applications
 - FACS I
 - Band, strings, or Choir (2 years = 1 credit)
 - Health (1/2 credit)
 - Art
 - Speech I (6th, 7th, or 8th)
 - JAG (Must take at least 1 year for 1 credit but only 1 total credit)
 - Reading Labs (READ 180) (can only earn 1 credit)
 - Introduction to Media (1 credit) – teacher must have credentials
 - Journalism (yearbook) (1 credit)
 - Keyboarding/Keyboarding Application (½ credit for each)
 - Robotics Beginner (7th or 8th Grade) (1 credit)
 - Math enrichment (can only earn 1 elective credit)
 - STEM

Carnegie Credits will NOT be given for library assistants and office workers. Not all Carnegie units will be applicable for satisfying the graduation requirements.

Algebra I Screening may be offered to 8th grade students who meet the following criteria:

1. Complete a 7th grade math course that addressed both 7th and 8th grade standards.
2. Score at least 7 out of 9 on a Matrix comprised of the yearly average in 7th grade math, teacher recommendation, and grade on a parish-wide placement exam for Algebra I).

This policy applies to all 8th grade students including those in the Gifted and Talented Programs. 8th grade students taking Algebra I will take the Algebra I LEAP tests.

Category/Matrix Score	3	2	1	0
Teacher Recommendation	High	Medium	Low	Not Recommended
Average in Math 7	"A" (90-100)	"B" (80-89)	"C" (70-79)	Below "C" (0-69)
iReady Diagnostic 3 Test Results	Advanced (552-800)	Upper Mastery (534-551)	Lower Mastery (515-533)	Basic and Beyond (100-514)

Middle School Students in classes with teachers not certified to teach Algebra I must take and pass the Algebra I LEAP 2025 Test.

Accelerated 7th Grade Math may be offered to students entering 7th grade who meet the following criteria:

1. Complete a state-approved 6th grade math course.
2. Score at least 7 out of 9 on a matrix made up of the yearly average in 6th grade math, teacher recommendation, and grade on a parish-placement exam for Grade 6 math.

This policy applies to all 7th grade students, with the exception of Gifted and Talented Students. IEP teams will make placement decisions accordingly.

Category/Matrix Score	3	2	1	0
Teacher Recommendation	High	Medium	Low	Not Recommended
Average in Math 6	"A" (90-100)	"B" (80-89)	"C" (70-79)	Below "C" (0-69)
iReady Diagnostic 3 Test Results	Advanced (539-800)	Upper Mastery (522-538)	Lower Mastery (505-521)	Basic and Beyond (100-504)

Accelerated 6th Grade Math may be offered to students entering 6th grade who meet the following criteria:

1. Complete a state-approved 5th grade math course.
2. Score at least 7 out of 9 on a matrix made up of the yearly average in 5th grade math, teacher recommendation, and grade on a parish-placement exam for Grade 5 math.

This policy applies to all 6th grade students, with the exception of Gifted and Talented Students. IEP teams will make placement decisions accordingly.

Category/Matrix Score	3	2	1	0
Teacher Recommendation	High	Medium	Low	Not Recommended
Average in Math 5	"A" (90-100)	"B" (80-89)	"C" (70-79)	Below "C" (0-69)
iReady Diagnostic 3 Test Results	Advanced (524-800)	Upper Mastery (508-523)	Lower Mastery (492-507)	Basic and Beyond (100-491)

Students will take a math course for the grade for which they are enrolled.

Remote Learning Day Policies and Procedures:

- Remote learning days are defined as an instructional day where students do not report to campus and are instructed to complete assignments from a remote location. These days can be planned (within the school calendar) or unplanned (replacing a scheduled school day due to inclement weather, emergency, or other unforeseen circumstances).
- Each instructor will provide students with a standards-based assignment (can be a digital or paper assignment) to complete for their course for each day serving as a remote learning day.

Attendance Policy:

- The student will be awarded credit for being "present" for the remote learning day if they complete and submit the assignment within 2 days from returning from the scheduled or unscheduled remote learning day.
- The assignment is considered complete if it is done in its entirety and successfully submitted before the deadline.

- If the student does not complete and turn in the assignment by the deadline, they will be marked as absent for the remote learning day(s) in which the assignment (s) was/were given.
- For each additional day of an unscheduled remote learning day, the student will have one additional day from the time of school resuming to submit their assignment for credit.

The remote learning attendance policy was specifically designed to address scenarios where:

- Students do not have access to a Chromebook/device and/or internet access to complete the assignment. This policy allows students the ability to complete the assignment once school resumes and they have adequate access to the necessary resources.
- An unforeseen event arises resulting in a remote learning day and teachers did not have adequate time to plan for or send students home with the remote learning resources.
- Students, families, and faculty/staff have the ability to enjoy potential snow days without logging into synchronous online learning for 7 hours straight.

Grading Policy:

- For each assignment submitted, the instructor will grade for accuracy and input into the grade book.

XIV. LEA assurances and submission information

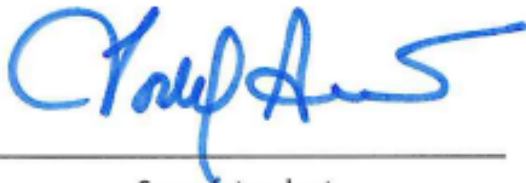
Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

Ouachita Parish School System

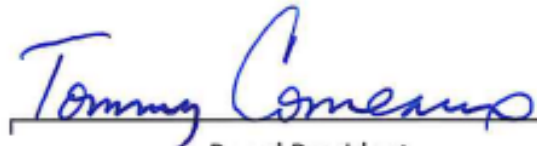
2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

July 8, 2025



Superintendent



Board President