



2025-2026 Pupil Progression Plan

Local Education Agency:

St. Mary Parish School Board

The PPP should be submitted as a PDF to 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.

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.

All students entering kindergarten for the first time will be administered the DRDP-K within the first 30 days of school. Results from this assessment will be used to plan instruction.

Screening data and information from DIBELS 8 testing and Forefront Numeracy Screener will be used to determine student placement.

The state standardized **DIBELS** test will be administered to children who are seeking enrollment in 1st grade and have not met the kindergarten attendance requirement.

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.

Kindergarten

- Kindergarten students will be graded on the S/N/U scale for all subjects.

S satisfactory	A/B/C
N needs improvement	D
U unsatisfactory	F

- Every child entering first grade shall meet one of the following criteria:
 - All students who attended kindergarten in the public schools in St. Mary Parish shall demonstrate satisfactory performance on the report card as well as recognized benchmark assessments. Students who did not meet the criteria at the end of the school year will be referred to SBLC to determine the appropriate grade level placement and interventions for the student.
 - Students who did not attend a state-approved kindergarten shall demonstrate satisfactory performance as measured by the *state standardized DIBELS test*. Students demonstrating satisfactory performance are placed in first grade. Students who do not meet the criteria may be temporarily placed in kindergarten and tested again after the first four weeks of the school year. The SBLC will meet to determine the appropriate grade level placement of the student.
 - Act 266 requires teachers to screen all kindergarten students for dyslexia during the second half of the year or upon request of a parent/guardian or teacher.

Grade 1

- First-grade students will earn letter grades (A, B, C, D, or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc.) will be graded using the S/N/U scale. Eligibility for honor roll status begins in Grade 1.
- First-grade students must pass English language arts **and** mathematics to be promoted to the next grade.
- If a student fails English language arts **or** math in first grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:

- Teacher-made tests (mathematics) and/or other forms of math assessments
- CKLA reading assessments and/or yearly benchmark assessments.
- Teacher observations and student work samples (reading and mathematics)
- Numeracy Screener scores and curriculum intervention tools (mathematics)
- state standardized DIBELS test
- Lexia data
- Students in first grade who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained.

Grade 2

- Second-grade students will earn letter grades (A, B, C, D, or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc.) will be graded using the S/N/U scale.
- Second-grade students must pass English language arts **and** mathematics to be promoted to the next grade.
- If a student fails English language arts **or** math in second grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:
 - Teacher-made tests (mathematics) and/or other forms of math assessments
 - CKLA reading assessments and/or yearly benchmark assessments.
 - Teacher observations and student work samples (reading and mathematics)
 - Numeracy Screener scores and curriculum intervention tools (mathematics)
 - Literacy screener
 - Lexia data
- Students in second grade who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained.

Grades 4-5

- Students in grades 4-5 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- Grades 4 and 5 will include common assessment values in core subject areas for each grading period.
- Students in grades 4-5 who fail English language arts and/or mathematics **may** be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Attendance and discipline policies apply. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grades 4-5 who fail science and social studies **may** be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Students may be required to attend Attendance Recovery as offered through the school site. Additional academic options, as stated below, may also be instituted

based on SBLC recommendations.

- Students in grades **4-5** who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring, and/or High Dosage Tutoring. The SBLC will employ existing student data, parish and benchmark assessments, course grades, numeracy and math curriculum data, Lexia data, previous standardized test data, growth from pre-to-post tests, trends of low performance, and attendance to determine whether the student should be recommended for promotion as well as the requirement of any additional academic options.

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.

Grade 3

- Students in grade 3 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- Grade 3 will include common assessment values in core subject areas for each grading period.
- Students in grade 3 who fail **English language arts and/or mathematics** shall be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Students may be required to attend Attendance Recovery as offered through the school site. Additional options, as stated below in the Academic Options section, may also be instituted based on SBLC recommendations.
- Students in grade 3 who fail **science and social studies** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grade 3 who fail **four major subjects** (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic Options: Academic options that may be offered at either the school or district level are remediation courses, documented interventions, After-School Academic Tutoring, and/or High Dosage Tutoring. The SBLC will employ existing student data, including but not limited to DIBELS, parish and benchmark assessments, course grades, numeracy screener and curriculum data, Lexia data, previous standardized test data, growth from pre-to-post-tests, trends of low performance, and attendance to determine whether the student should be recommended for promotion as well as the requirement of any additional academic options.

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.

Students in grades 6-7 who fail four major subjects (English language arts, mathematics, social studies, and science) will be retained.

- Students in grades 6-7 will earn letter grades (A, B, C, D, or F) each nine weeks for evaluative and reporting purposes.
- Students in grades 6-7 who fail **English language arts and/or mathematics** shall be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Attendance and discipline policies apply. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grades 6-7 who fail **science and social studies** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Students may be required to attend Attendance Recovery as offered through the school site. Additional academic options, as stated below, may also be instituted based on SBLC recommendations.
- Students in grades 6-7 who fail **four major subjects** (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Minor subjects include physical education, music, band, speech, Quest, Intro to STEM, JAG, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring. The SBLC will employ existing student data, parish and benchmark assessments, course grades, *iReady* data, Lexia data, previous standardized test data, growth from pre- to post-tests, trends of low performance, and attendance to determine whether the student should be recommended for promotion as well as the requirement of any additional academic options.

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 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.

Credit Recovery Classes

- Classes are offered to at-risk students to receive credit for classes previously taken and failed. Courses are aligned with the Louisiana Student Standards and the comprehensive curriculum. A student must successfully complete the course requirements and examinations in order to receive credit.
- Students who fail a course have the option of repeating the course either during a succeeding session or during summer school. Once the course is successfully completed, both grades remain on the transcript.
- All courses taken remain on the students' transcripts. ALL coursework is calculated into the cumulative grade point average for district requirements. For specific T.O.P.S. questions and/or consideration, check the website at www.lsofa.state.la.us. Courses that are scheduled through the St. Mary Parish School system will be posted on the student's cumulative record upon completion of the course.
- Credit Recovery using Edgenuity - LEAP 2025 classes using Edgenuity: Students who have passed the end-of-course exam but failed the course shall be given an opportunity to earn the failed Carnegie unit by enrolling in a credit recovery program through Edgenuity. Credit recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a Credit recovery course involves administrative approval and student/parent consent. Students who successfully complete a LEAP 2025 recovery course will have the recovered course placed on their transcript as an additional course.
- Credit Recovery using Edgenuity– Non-LEAP 2025 courses: Students who were not academically successful in earning a credit toward graduation shall be given the opportunity to recover Carnegie units by enrolling in a credit recovery program. Credit recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a credit recovery course involves administrative approval and student/parent consent. Students who successfully complete a recovery course will have the recovered course placed on their transcript as an additional course. The student may take a diagnostic test to determine the material to be mastered during this accelerated course.
- Credit Recovery grades shall not replace original course grades. Students in credit recovery courses may not receive an overall grade higher than a "C."
- Credit Recovery courses shall be marked "CR" on the student transcript.

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.

Transfers from Home Study and non-public schools that have not been approved by the LDOE.

- Students transferring into 1st grade shall demonstrate satisfactory performance as measured by the kindergarten EOY skills checklist.
- Students transferring into 3rd grade shall demonstrate satisfactory performances as measured by the *State Standardized DIBELS Test*.
- Students transferring into 5th or 9th grade shall be administered the English language arts and mathematics portions of the LEAP placement test unless they took LEAP 2025 in the most recent spring administration. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Students transferring into the St. Mary Parish public school system in grades 2, 4, 6, 7 or 8 shall be given the district determined placement test to determine appropriate grade placement unless they took LEAP 2025 in the most recent spring administration.
- Students in grades 9-12 transferring from a home study program or a non-approved non-public school, in or out-of-state, shall be required to take a proficiency credit examination for all units for which credit is claimed from the Home Study or non-public school’s student transcript.

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.

April Dunn Act Guidelines

In accordance with the April Dunn Act, the IEP team may draft individual performance requirements that are specific to course enrollment and standards in awarding course credit for graduation. St. Mary Parish guidelines are designed to meet the mandates within the April Dunn Act while providing IEP team members with an approved protocol to be used in creating Individualized Education Plans.

The IEP committee should adhere to the guidance below as they seek to develop the IEP:

- Determine student eligibility based on state assessment performance.
- **Within 30 days of the initial course**, IEP teams will develop individual performance criteria for April Dunn eligible courses that maintain the rigor of course benchmarks and expectations. On block scheduling, this is the first 30 days of the start of each semester.
- Goals must identify the standards and performance measures (i.e., teacher-made tests, portfolio artifacts, project-based rubrics, etc.) and provide incremental measures of progress toward the identified goal.

- Should a student pass a LEAP 2025 course, but fail to meet state LEAP 2025 achievement standards, the course instructor/teacher of record in collaboration with IEP committee members may review the student's IEP goals and objectives and performance on course assessment measures to determine if the student has demonstrated proficiency through previously established individual performance criteria to award course credit.
- Students who remain non-proficient after implementation of the above criteria have the option to participate in credit recovery or other remediation resources utilizing the online instructional system to demonstrate proficiency in the course and/or specified content standards for credit.
- Credentialing for graduation credit through the Jumpstart pathways may be achieved through alternate performance criteria established at the school level for graduation in collaboration with the IEP team and vocational instructors, and with the approval of the school principal and secondary/vocational supervisor.
- Students must meet industry-based performance criteria to receive an industry-based certification. To earn an IBC on a Jump Start Pathway, a student must meet industry-based performance criteria. If a student meets the IBC graduation requirement via individual performance criteria and the April Dunn Act, the student will not earn the actual IBC. Instead, the student will, for the purposes of graduation, meet that IBC requirement.
- Students with disabilities achieving graduation requirements via the April Dunn Act receive a high school diploma. The diploma is identical to the diploma students receive when completing a graduation pathway in accordance with state standards. Each student's transcript will reflect the coursework they took to meet graduation requirements.
- Students eligible for the April Dunn will continue to take all appropriate tests for the classes/grades for which they are enrolled. Student performance will continue to count toward school and district accountability.

English Learners (EL)

Identification of Language Minority Students

- All students newly enrolled in Pre-K through 12th grade will complete the Home Language Survey (HLS).
- The completed HLS must be kept in the student's cumulative folder as part of their permanent record.
- The *Home Language Survey* questions:
 - What was the first language this child learned to speak?
 - What language does the child speak most often at home?
 - What language does the child speak in school?
- A reply other than English on any one of the first three questions identifies the student as a language minority student and is then referred to the Title III department.

Identification of Limited English Proficient (LEP) Students and Placement

- The English Language Proficiency Screener (ELPS) is administered to all identified language minority students within the first 30 days of registering in the district. Designated school staff members are trained in the administration of the ELPS to determine language proficiency.

- ELPS will determine the level of proficiency, clarifying if the child is Emerging, Progressing, or Proficient. Scoring proficient on the ELPS indicates that the student will not enter the district's LEP program.
- Students identified as English Learners (ELs) will be coded LEP in JCampus.
- Placement for students enrolling in U.S. schools for the first time.
 - **K-8** – chronological age-appropriate placement of identified ELs, age as indicated by the I-94 or birth certificate, or other available documents.
 - **9-12** – evaluation of student's transcript by a qualified counselor; placement in appropriate grade level based on earned credits, or if no credits have been earned, the student will be placed as a T9.
 - All students with records will follow regular placement procedures.
 - Review of the placement of English Learners will be considered when appropriate.

Specialized Language Program/Instructional Program

English as a Second Language (EL) Classes

- A class for up to three hours a day, along with a regular education schedule
- Level of English proficiency determines the length of time spent in class.
- used to aid in developing language, content, cognitive, and study skills.

Sheltered English Instruction

- Modified versions of Sheltered Instruction Observation Protocol/SIOP model
- The goal is proficiency in English while learning content in an all-English setting.
- Students from various cultural backgrounds in the same class
- Instruction is adapted to students' proficiency in English, supported by visual aids, physical activities, and the environment to teach vocabulary for concept development in math, science, social studies, and other subjects.
- Content Objectives and Language Objectives are interwoven in lessons and noted on lesson plans.

EL Pullout

- The goal is to develop fluency in English by providing intensive English language instruction.
- Focus on English grammar, vocabulary, and communication skills, not academic content.
- May include Lexia English, Rosetta Stone, Amira, or Language Tree.

Structured Immersion/Reach-in

- The goal is fluency in English while achieving in the content areas.
- Students served in mainstream classrooms, receiving instruction in English with **some** native language support if needed.
- Paraprofessional translators provide clarification, translation, and use EL strategies.

Parent Notification

- Once notified that their child has been identified as an EL, they must either accept or refuse EL services in writing, at the time of initial screening, and again at the beginning of each new school year. This initial communication must take place within 30 days of the student

registering in the district. A parent may request EL services at any time during the school year.

- All notices to parents shall be provided, to the extent practicable, in a language that parents can understand. The rights of EL students and parental rights shall be respected and accommodated as mandated by Federal laws: Fourteenth Amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Education Act of 1974.

EL Accommodations Plan (Checklist)

- At the beginning of each school year, ELPT and state testing scores are reviewed to determine needed EL accommodations for the new school year. Teachers may refer to prior EL Checklists located in the student's pink folder.
- The newly completed EL Checklist is signed, filed in the EL's pink folder, and a copy is sent to the Title III office.
- All teachers will provide EL accommodations as documented on the plan/checklist for EL students, regardless of parent acceptance or refusal of services.

High Stakes Testing for ELs

- For an EL to receive any accommodations/modifications on any state test, it must be documented on the student's EL checklist and provided in the classroom throughout the year.
- Accommodations should be documented on the EL checklist no later than 30 days prior to the opening of the state testing window. Newly registered or identified ELs are the exception.
- ELs will take all required state/standardized testing (including ELPT). State assessment for ELs who have been in US schools for less than 24 months should have test documents coded 81.
- EL checklist accommodations cannot be used on the ELPT.
- Parents and students must be notified of ELPT scores.
- Students who fail a high school LEAP 2025 course due to failure of the state assessment will be referred to SBLC to determine the final grade.

Exit Procedures from LEP Status

- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 or level 5 on all four ELPT domains, including speaking, listening, reading, and writing.
- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as LEP, will be reclassified as Fully English Proficient, and identified in JCampus as such. Schools must notify parents through a notification letter, which is sent home along with the students' ELPT results.
- Schools must document the exit date on the EL's pink folder. This EL folder shall be filed in their cumulative folder for the remainder of the student's educational career within the district.
- Consistent with federal law, all ELs, including students with significant cognitive disabilities, have an equal opportunity to learn English-language skills and participate in the ELPT or ELPT Connect assessments. All students with significant cognitive disabilities identified as ELs are required to take the ELPT Connect.

Monitoring of Exited Students

- Coding – Once a student exits the LEP status, the Title III office will code the student as 01-Fully English Proficient in JCampus.
- The Title III office will keep documentation on all newly proficient students, monitoring 9-week grading periods as well as state assessments. Students can be identified in JCampus using the program codes ELPT Year 1 Monitor (EY1) and ELPT Year 2 Monitor (EY2), ELPT Year 3 Monitor (EY3) and ELPT Year 4 Monitor (EY4).
- Monitoring students who do not take the ELPT and will not receive accommodations/modifications.
- If academic progress is not met at any time during the two-year monitoring process due to a lack of language, the student will be given the ELPS. If academic progress is not met due to other issues, the student should be referred to SBLC.

ELs with Disabilities

- Students identified as having a disability according to IDEA criteria or Section 504 shall receive instruction in accordance with their individual educational plan or their individual accommodation plan. Each plan shall include any language-related needs, with regard to instruction or accommodations in the regular and special education classroom setting. Language-related needs shall be determined by the IEP or SBLC committee. To assist in determining language-related needs, each EL teacher shall provide the committee with the student's EL Accommodations Checklist.
- Any evaluation of an English Learner shall include language-free measures to ensure that any disability is not the result of a language barrier.

Grading Policy

- Any EL, unable to comprehend the language of instruction due to limited English proficiency, must not be assigned failing grades in the content area subjects. If a failing grade is assigned, that teacher shall provide documented evidence of accommodations/modifications of lessons showing appropriate materials, resources, and assessment instruments used in EL instruction.
- The student may receive a failing grade due to lack of effort, non-participation in class, or unsatisfactory work, and documentation of academic intervention must be noted on the Academic Review Form.
- Grades should be based on the student's cooperation, effort, and participation in classwork to the degree that the English language proficiency allows.
- Therefore, these students should receive a grade no lower than a "D" on report cards with a LEP notation added code #24, as well as code #84 indicating modified grades. These students may still earn an "A", "B", "C", or "D" if abilities warrant such grades.
- Students in grades K-3 who could be assigned S, N, or U in content area subjects should not be given a "U". An "N" on report cards is given with a LEP notation added code #24 as well as code #84 indicating modified grades.
- Content courses at the secondary level are modified according to the EL's English proficiency level. It is recommended that teachers provide concreteness by extensively using graphic material, visuals, electronic translators, adult tutor models, or peer tutors whenever possible.
- Content, instruction, and evaluations should be developed according to the level of English

proficiency determined by the ELPT given annually.

- Every attempt must be made to provide English Learner Accommodations to EL students to secure a student's right to an equal education.
- To retain an EL, the School Building Level Committee (SBLC) must meet and review the student's academic proficiency. It must be documented that comprehensible instruction appropriate for his/her English proficiency level took place. The SBLC may discuss retaining an EL student in his/her current grade, with parental input. To retain any EL student with a disability, the IEP team must convene for a review.

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 St. Mary Parish Public School System offers additional supports, alternative settings, programs, and/or interventions for students requiring academic remediation or acceleration, and/or behavior modification. Students and parents meet with school system personnel to discuss the opportunity for placement. All decisions are made on an individual basis in cooperation with students, parents, and the School Building Level Committee. This committee, comprised of academic and behavioral professionals as well as parents, will collaboratively develop a plan for students' academic and behavioral supports necessary to advance student achievement.

St. Mary Parish Alternative Program

- Program Placement: Students exhibiting behavioral concerns in the regular school setting are referred to Child Welfare and Attendance. A conference or disciplinary hearing is held with the referring principal, parent/guardian, student, Child Welfare and Attendance Supervisor, and, if necessary, a special education representative.
- Students are grouped appropriately by grade span and receive grade-level instruction.
- Support services are provided for any student with special needs in accordance with the IEP or 504 Plan.
- High school students continue to earn grades and/or complete course credits where applicable online through Edgenuity or other online platforms. The supervisor of the alternative program collaborates with school counselors to ensure that, to the extent possible, each student is enrolled in the same courses that the student was previously taking at the sending school site.
- High school students eligible for Credit Recovery or ASAP may schedule needed coursework through Edgenuity and can earn Carnegie units through Edgenuity.
- Junior high students will continue to earn grades online through Edgenuity or other online platforms. Students will be enrolled in four core courses at grade level, an elective, and character education modules.
- Elementary school students receive instruction in the four core courses, art, and character education.
- Students will receive progress reports and report cards according to the St. Mary Parish district calendar.

Accelerated Student Academic Program (ASAP)

- Students in grades 10-12 who are academically behind and at risk of not graduating on time will be eligible for the ASAP program.
- An SBLC committee will be used to determine a student's eligibility to be placed in ASAP. Student selection will be based upon age, academic need, graduation plan, or other documented extenuating circumstances.
- Students participating in the ASAP program will be held to all St. Mary Parish attendance and disciplinary policies.
- Courses will be offered through *Edgenuity Courseware* or other online platforms at each

school site.

- The district discourages students from taking LEAP courses (English I, English II, Algebra I, Geometry, Biology, and U.S. History) in ASAP.
- Students can earn only two **(2)** Carnegie credits per year in the ASAP program. Waivers to this provision may be appealed to the superintendent's office in the event of extenuating circumstances and shall be reported to the LDOE annually.
- Academic Requirements are met by:
 - Completing the outlined course requirements via an online learning management system.
 - Scoring a minimum of 60% on the final grade at course completion.
- Upon successful completion of the academic and attendance requirements, the student will be assigned a letter grade based on the overall cumulative grade earned in the course. A copy of the recorded grade will be placed in the student's cumulative records.

St. Mary Parish's Virtual Learning Option (VLO)

VLO will be offered at no cost to students in grades 6-12 seeking full-time online learning in an alternative setting. Application to the program is required, and acceptance is not guaranteed.

- The St. Mary Parish Virtual Learning Program delivers standards-based courses designed for online learning through Edgenuity. A combination of online courses and locally created courses is available to students.
- Any student enrolled in the program may participate in athletics, clubs, dances, and school functions, provided that the student abides by St. Mary Parish district policies.
- Students who qualify for gifted and talented, 504, and/or other special education services may participate at the attendance zone school site.
- Students will be required to complete all required state assessments in a face-to-face school setting. The attendance zone school within the student's attendance zone will serve as the assessment site. The school counselor at the school site will serve as the state assessment contact. State assessment scores will be included within the attendance zone site's performance score.
- In grades 6-8, twelve basic core courses of English, math, science, and social studies are offered. Courses will be delivered through Edgenuity or other online platforms. Course progression and student promotion take place when students successfully complete the online courses and state assessment requirements for the grade level of 6, 7, or 8.
- In grades 9-12, students will complete coursework and follow a diploma pathway outlined by the attendance zone school's school counselor. Both core curriculum and elective courses will be provided online for Carnegie credit.
- All grades will be considered grades-in-progress until the final grade is issued. All required state end-of-course tests must be completed in a face-to-face setting at the attendance zone school site. Students may participate in PreACT, ACT, and/or WorkKeys testing.

Students who take online courses on Edgenuity or other online platforms must adhere to the St. Mary Parish requirements stated below.

Guidelines for Courses- Edgenuity

- Edgenuity courses refer to online course(s) assigned to a student who may also be attending in-person scheduled courses. Edgenuity courses are online courses with specific start and end

dates and assignment due dates.

- Grades for Edgenuity courses are grades-in-progress until a final grade is earned by a student. Course progress reports are accessible electronically. Physical course progress reports may be sent to parents by the base school at the end of each 9-week grading period. Schools may report an "I" for each 9-week grading period until a final grade is earned by a student.
- Before starting an online course, students must read through and agree to the online course policy. Online courses are asynchronous, so students enrolled in online courses must be committed, active learners and take quality notes to learn the material and prepare for assessments. Failure to do this may result in a facilitator resetting instruction videos and assignments for the student to review and re-complete to help ensure their success.
- Submitted assignments and essays are automatically checked for plagiarism and graded by teachers. All instances of academic dishonesty will be investigated and result in disciplinary consequences.
- All assessments must be actively proctored. Assessments taken without a certified proctor will result in the student receiving a zero (0) for that assessment. Students may also be required to take quizzes in person if quiz grades are disproportionate to unit assessment scores. The second attempt on any test or exam must be completed within 5 school days of the date of the first attempt.
- A course cannot have a duration that extends beyond the current academic school year in which the course is assigned. Timelines may be adjusted as determined by a local administrator.
- All courses are subject to an internal audit, at which time, students may be required to reengage with any Edgenuity course(s).
- To earn a Carnegie unit, a student must successfully complete his or her Edgenuity course(s) with a passing grade ($\geq 60\%$). A final grade will only be issued when a course is confirmed complete. If a student does not reach 100% complete, the student will receive the relative grade on the student's report card/transcript. The relative grade counts any incomplete assignments or tests as a zero.
- Students enrolled in Edgenuity online classes are required to complete their courses one week before May graduation, as indicated by the school calendar. If at any time it is determined that a student is not making satisfactory academic progress, the school administrator or their designee shall intervene.
- Courses provided on other district online platforms will be held to the same requirements as those with Edgenuity.

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.

Regular education students

- Due process is provided to teachers, students, and parents by the St. Mary Parish School Board.

- Inquiries of parents or guardians concerned about their child's grade level placement in various remedial or compensatory programs shall be accomplished in accordance with the following steps:
 - Informal Hearing - Any complainant who has a grievance about the placement of his/her child shall discuss it first with the principal and/or teacher(s).
 - Formal Grievance - If the grievance is not resolved, the complainant may initiate a grievance in writing to the principal within five working days, giving the full details of the complaint. The principal shall communicate his decision to the grievant and the Superintendent in writing within five working days of receipt of the written grievance.
 - The Appeal Committee - If the grievance remains unresolved, the complainant may request a hearing by the Appeal Committee no later than five working days after receipt of the decision. The committee will be appointed by the Superintendent and will consist of the level supervisor, a level principal, and a level teacher. A hearing shall be held within five working days. The committee shall give its decision in writing to the complainant and the Superintendent.
 - Administrative Review - If the complainant disagrees with the decision of the Appeal Committee, he/she may appeal to the Superintendent through a written request within five working days. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.
 - Board Review - If the complainant disagrees with the decision of the Superintendent, the complainant may appeal to the St. Mary Parish School Board in writing within five working days. The Board will conduct a hearing within twenty working days and notify the complainant in writing within five working days after the hearing.
 - Court Action: If the complainant disagrees with the St. Mary Parish School Board's review, they may file formal proceedings with the Sixteenth Judicial District Court.

Students with disabilities

- Due process procedures for disabled students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Consolidated Application.
- Due process procedures for qualified students with disabilities must be consistent with federal and state law.
- Special Education students' due process procedures are governed by state and federal legislation.
- No student is placed in a special program without parental or guardian consent.

Section 504 students

- Due process procedures for qualified Section 504 students must be consistent with federal and state law. Due process procedures are governed by state and federal legislation.

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

St. Mary Parish Uniform Grading Policy

- LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:184 (Bulletin 741 §2302.Uniform Grading Policy)]

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

- The Honors Grading System will be used for evaluative and reporting purposes in the following courses: All courses designated as Honors and Dual Enrollment as well as Advanced Math, Foreign Languages, Calculus, Trigonometry, English for the College-Bound, Freshmen Basic Composition, Advanced Composition, Biology II, Chemistry II, Physics, and Computer Science. Annually, courses may be added or removed based on the offerings of the district.

Honors Grading Scale	
A	90 - 100
B	80 - 89
C	70 - 79
D	60- 69
F	0 - 59

- Dual enrollment course grades will be derived from assignments, assessments, and exams listed on the university course syllabi. DE instructors will provide the university course syllabi on the first day of the university course. There are some DE courses that are designated by the Louisiana Department of Education as 5-point courses. If that is the case, the course will be factored on a 5-point quality point scale (A=5, B=4, C=3, D=2, F=0). Two examples are provided below:

Example 1	Grade	Quality Pts		Example 2	Grade	Quality Pts
English DE (5 pt class)	A	5		English DE (5 pt class)	A	5
Math	A	4		Math	A	4
Science	A	4		Science	A	4
Social studies	B	3		Social studies	A	4
Elective	A	4		Elective	A	4
Quality Pts/Credits=GPA 20/5= 4.0 GPA		20 total		Quality Pts/Credits=GPA 21/5= 4.2 GPA		21 total

Grading Provisions for Gifted Academic Settings:

- Gifted Pullout programs on all levels (elementary, junior high, and high school) will award grades of S, N, or U.
- Enrichment elective programs (junior high) follow the uniform grading scale.

Minimal Grading Points K-12

- In grades K-2, each nine-week grade shall be based on a minimum of: ELA (200 pts), Math (200 pts), Science (100 pts), and Social Studies (100 pts).
- In grades 3-5, each nine-week grade shall be based on a minimum of 300 points for each core course.
- In grades 6-12, each nine-week grade shall be based on a minimum of 600 points per course.

Grades 1-8 Semester and Final Averages

Quality points will be used to arrive at the semester and final averages in grades 1-8.

Letter Grade	Quality Point Value		Quality Point Average Chart	
A	4 points		3.50 - 4.00	A average
B	3 points		2.50 - 3.49	B average
C	2 points		1.50 - 2.49	C average
D	1 point		1.00 - 1.49	D average
F	0 points		0 - .99	F average

- To arrive at the **semester average**, add the quality point value of each letter grade for two nine-weeks terms, divide by two, and use the Quality Point Average Chart to determine the semester grade.
- To arrive at the **final average**, add the quality points from each of the four nine-week grades, divide by four, and use the Quality Point Average Chart to determine the final grade.
- A student in grades 1-8 must earn four quality points to pass a course for the year (two points must come in the second semester).
 - In addition, the student must pass the fourth nine-weeks.
 - If a course is failed because of either of these requirements, the computer will

record "F" and note "*automatic F due to failed 2nd semester or final nine weeks."

Example	9 weeks	9 weeks	Semester	9 weeks	9 weeks	Semester	Final
Letter Grade	C	C	C	D	F	F	*F
Quality Points	2	2	$4 \div 2 = 2$	1	0	$1 \div 2 = .5$	$5 \div 4 = 1.25$

Note: In this case, the total number of quality points a student has earned for the year is of no importance if the 2nd semester and/or final nine weeks have been failed.

Example	9 weeks	9 weeks	Semester	9 weeks	9 weeks	Semester	Final
Letter Grade	C	C	C	B	A	A	*F
Quality Points	2	2	$4 \div 2 = 2$	3	4	$7 \div 2 = 3.5$	$11 \div 4 = 2.75$

Grade Level Classification:

- High school students will be classified by Carnegie units earned and sessions attended as follows:

Sessions	Classification	Credits
0-2	Freshman	0 - 5.5 credits
3-4	Sophomore	6 - 11.5 credits
5-6	Junior	12 - 17.5 credits
7+	Senior	18 or more credits

- Seniors must schedule a minimum of 2 classes per semester. Seniors enrolled in off-campus programs can include travel as one of these class periods. Waivers to this policy can be appealed to the superintendent based on extenuating circumstances.
- All credit is considered earned when grades are finalized and submitted. All final grades from courses and/or virtual learning courses must be received by the final grade submission deadline.
- Proficiency credit for a Carnegie unit credit will be allowed as approved by the LDOE. Students meeting requirements for Carnegie credit based on proficiency shall have the course title, year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript. Credit awarded is not used to compute the GPA.
- Early Graduation Program: Students may graduate in December or May with full participation in high school graduation programs/ceremonies. **All early graduates must be approved by the superintendent** and will be based on extenuating circumstances.
- Dual Enrollment courses aligned with state course codes are offered on all high school campuses, allowing students to earn both high school and college credit. Dual enrollment is offered through high-quality instruction ensured by teacher training/credentialing and dual course curriculum alignment.
- CLEP testing is offered on all high school campuses, allowing students to earn both

high school and college credit. The LDOE list of allowable CLEP to Carnegie unit credit opportunities will be followed.

- Middle school Carnegie credits completed become part of a student's high school transcript. Grades earned in those courses are averaged in the cumulative high school GPA. St. Mary Parish students who intend to take Algebra I for Carnegie credit in eighth grade should successfully complete a seventh-grade math course that addresses both the seventh and eighth grade state standards. For 8th graders taking Algebra I, the LEAP 2025 Algebra exam is taken at the end of the course and counts as 15% of the overall course grade. The conversion charts provided by the LDOE for each LEAP 2025 test will be used to determine the student's grade on the LEAP 2025 tests. As identified in §2314 of BESE-approved *Bulletin 741*, LEAs may permit students to earn Carnegie credit as middle school students in all courses except physical education.
- Graduation Honors for 9-12:

GPA	Honor Designation
3.7500 +	Summa Cum Laude
3.5000 to 3.7499	Magna Cum Laude
3.0000 to 3.4999	Cum Laude

Additional Grading and Makeup Policies K-12

- Only letter grades shall be used on report cards and be recorded on the cumulative cards and transcripts.
- All numerical grades of .5 - .9 shall be rounded to the next higher percentage grade, including a 59.5. All numerical grades of .1 - .4 shall be dropped.
- Grades for transfer students shall be equated to the Louisiana uniform grading scale. All transfer grades will be converted to the 4-point scale. No extra quality points will be allowed for transferred honor grades. If the transfer student's previous school provides percentage grades, then the state scale shall be used to assign a letter grade.
- For courses that do not use letter grades

S satisfactory	A/B/C
N needs improvement	D
U unsatisfactory	F

- Eligibility for honor roll status begins in Grade 1.
- Makeup Work K-12: Makeup work/tests must be completed within five (5) instructional days following the absence. In extenuating circumstances, the principal may allow an extension. Students suspended from St. Mary Parish schools will be allowed to make up work in accordance with parish guidelines.

After-School Academic Tutoring Program

- All schools will operate an After-School Academic Tutoring program for grades 3rd-8th. Classes will take place on Tuesday and Thursday for approximately 1 hour after school, according to a schedule set by the Coordinator of Accountability and Assessments.
- The program becomes part of the student's regular school day; thus, compulsory attendance and discipline policies apply. All students must have a signed permission form. The permission form should be filed in the student's cumulative folder.

- Entrance and exit in the program will occur at the end of each nine-week grading period.
- After-school Academic Tutoring will begin during the fall semester.
- Students failing English or math after each nine weeks may be placed in After-School Academic Tutoring for the next 9-week period. If the student achieves a passing grade (D) at the end of the following 9 weeks, the student may be released from the program.

Acceleration Policy

- Moving students from one grade to a higher grade to achieve acceleration is discouraged.
- Lateral acceleration for those students who are above average in ability is achieved through provisions within the classroom, which include:
 - Grouping for instruction in English Language Arts and math.
 - Use of the instructional calendars in core areas
 - Discretionary assignment by the teacher of activities and projects
 - Extended library usage
- After considering all information and vertical acceleration is recommended, the principal shall contact the Chief Academic Officer for a review of the findings. The principal shall schedule a meeting with parents and all school personnel involved. Parents will be informed of the action taken, recommendations to be considered, and will receive an opportunity to provide input. A final recommendation for acceleration shall be presented to the Chief Academic Officer for final disposition.
- In exceptional cases when vertical acceleration is considered in Grades K-8, the following procedures shall be used:
 - A request to consider acceleration is presented to the principal from a parent or teacher(s) prior to the end of the first semester.
 - Action upon the request will be based upon the following criteria:
 - Academic Maturity: Student will have scored in the 98th percentile in math and English Language Arts on a standardized norm-referenced test.
 - Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a national-norm reference test of academic aptitude, or "I.Q."
 - Physical Maturity: Students should fit within the physical range of the next grade level.
 - Social Maturity: Students' interests should be basically the same as those of the older students.
 - Emotional Maturity: Students should have a high degree of persistence, drive, and motivation for learning. He/she should be able to withstand frustrations inherent in addressing new, more difficult tasks.
 - Attendance: Students should attend school regularly to achieve the skills necessary for academic success.
 - Observation: Observation used as needed.
- Other: Course grades, scores from appropriate standardized tests, and other pertinent information that may help in determining appropriate placement will also be utilized.
- Students in the gifted program are identified beginning in kindergarten according to the criteria set forth in *Bulletin 1508*, Pupil Appraisal Handbook. Based on the student's IEP information, academically gifted students may receive extended, enriched, or

accelerated instruction within their regular or special class placement.

- The primary objective of the program is to provide a qualitatively differentiated curriculum to meet the diversified needs of the gifted student.
- Policies in *Bulletin 1706* Subpart B – Regulations for Gifted and Talented Students and Louisiana's IEP Handbook for Gifted/Talented are followed.
- Differentiated curricula shall contain the following:
- Content that is compact and accelerated in such a way that the amount of time usually involved in mastery is significantly reduced,
- Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes than in regular coursework,
- Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge, and
- Multidisciplinary content that increases students' abilities to formulate and test new generalizations and/or products.
- Gifted Pullout programs on all levels will award grades of S, N, or U.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this St. Mary Parish School Board **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 10, 2025

Buffy S. Fegenbush, Ed.D.
Superintendent

Alaina Black
Board President