

2025-2026 Pupil Progression Plan

Local Education Agency:

Calcasieu Parish Schools

Final Draft

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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.

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

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.

A student entering kindergarten in any Calcasieu Parish School shall have attained the age of five (5) on or before September 30 of the calendar year in which the school year begins. An identified gifted student entering kindergarten in any Calcasieu Parish school must adhere to the same policy as required for a regular education student.

Students who are entering first grade without attending a full-day kindergarten for a full academic year shall be administered the DIBELS 8 ELA and Acadience Math End of Year Kindergarten Screener to determine placement.

The School Building Level Committee (SBLC) will then determine placement. *

*For purposes of the policies outlined in this document, the IEP team for the students will replace the SBLC.

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 Promotion Criteria

- The student must be present the required number of days (162).
- To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in both ELA and Mathematics. Passing grades in these subjects reflect proficiency. Currently, the proficiency is measured by a quality point system. Kindergarten students do not receive grades in the first marking period therefore an annual total of (3) quality points in each subject (ELA and Mathematics) must be earned for promotion.

Grades 1 & 2 Promotion Criteria

- The student must be present the required number of days (162).
- To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in both ELA and Mathematics. Passing grades in these subjects reflect proficiency. Currently, the proficiency is measured by a quality point system. An annual total of (4) quality points in each subject (ELA and Mathematics) must be earned for promotion. A student in grades 1 and 2 must earn at least (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

Grade 4 Promotion Criteria

- The student must be present the required number of days (162).
- To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects. Passing grades in these subjects reflect proficiency. Currently, the proficiency is measured by a quality point system. An annual total of (4) quality points in each subject (ELA, Mathematics, Science, and Social Studies) must be earned for promotion. A student in grade 4 must earn at least (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

Grade 5 Promotion Criteria

- The student must be present the required number of days (162).
- To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects. Passing grades in these subjects reflect proficiency. Currently, the proficiency is measured by a quality point system.

An annual total of (4) quality points in each subject (ELA, Mathematics, Science, and Social Studies) must be earned for promotion. A student in grade 5 must earn at least (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

- A student who will be twelve (12) on or before September 30th may be considered for promotion to the next grade level by the SBLC and principal.

CPSB Individual Academic Support Plan Policy

The Calcasieu Parish School Board is committed to providing each student in need of academic support with appropriate interventions through a systematic Response to Intervention (RTI) Program. One component of that RTI process will be the identification of fourth grade students who have not met an acceptable level of performance based on a preponderance of evidence in at least two core academic subjects including English Language Arts, Math, Science, and Social Studies. Each fourth-grade student who does not meet the criteria for acceptable performance in at least two of these core subjects shall be provided with an Individual Academic Support Plan (IASP) that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel as needed to review the student's academic strengths and weaknesses, discuss other relevant challenges to the student's academic success, and then formulate an Individual Academic Support Plan. School personnel will review the IASP with the parent/guardian and identify at least two interventions that will be provided to each student with an IASP as in-school support.
- All participants of this meeting shall sign the Parent/Guardian Agreement when completed using the template provided by the Louisiana Department of Education. This agreement will be kept on file at the school in which the student attends. Participants shall meet to review progress of each student at least once more prior to the next administration of the LEAP assessment.
- Each student with an Individualized Academic Support Plan shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency aligned to state academic content standards. Students requiring an Individual Academic Support Plan shall be identified as such in the state Student Information System (SIS).
- Students with an Individual Academic Support Plan shall be provided with the opportunity to receive grade-level instruction through targeted remediation programs.
- Each student's Individual Academic Support Plan shall continue to be in effect until such time the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's IASP. Subjects in which a student scores "Mastery" or above on subsequent LEAP Exams shall be removed from that student's IASP.
- The Individual Academic Support Plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve acceptable academic performance by the end of fourth grade. Additional school year support will be provided to move students to grade-level proficiency by providing at least two of the following instructional strategies which will be documented in the Individual Academic Support Plan: "Highly Effective" pursuant to his/her most recent evaluation, has achieved a

value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having Individual Academic Support Plans in the past. Information pertaining to the specific ratings of individual teachers will be kept confidential and not shared with parents or guardians.

- The student may be placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation, has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having Individual Academic Support Plans in the past. Information pertaining to the specific ratings of individual teachers will be kept confidential and not shared with parents or guardians.
- The student participates in a remediation program or summer school offered by the district.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This additional time shall not result in a student being removed from English Language Arts, Mathematics, Science, or Social Studies courses.
- The student is provided access to on-grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses. In the absence of fully aligned curriculum in any given core subject, teachers shall follow the Scope and Sequence provided by the State to meet this requirement.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.
- The Individual Academic Support Plan (IASP) and the Individual Educational Plan (IEP) for students with disabilities shall be aligned. The development of the academic plan within the IEP components will follow the timelines set forth in the pupil progression plan for all students and address the same considerations as for all students.

Retention:

Students in grades K-2 may not be retained more than one year. Students in grades 3-5 may not be retained more than one year.

Students who fail to meet the promotion criteria above shall be retained.

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 Promotion Criteria

- The student must be present the required number of days (162).
- To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects. Passing grades in these subjects reflect proficiency. Currently, the proficiency is measured by a quality point system. An annual total of (4) quality points in each subject (ELA, Mathematics, and Social Living) must be earned for promotion. A student in grade 3 must earn at least (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

Students are expected to meet the Grade 3 promotion criteria and score above "below grade level in reading."

If LEAP results or reading results are not available in time, the SBLC shall make promotion and retention decisions based on a preponderance of evidence of student learning. Evidence may include the reading results, classroom performance, and report card grades.

If the decision is made to retain a child in 3rd grade, based on the EOY reading results, then an ELA LEAP reading result of Mastery or above will be considered as additional data for promotion to 4th grade. The SBLC/IEP team may reconvene to adjust the committee's decision.

CPSB Individual Literacy Plan Policy

The Calcasieu Parish School Board is committed to providing each student in need of academic support with appropriate interventions through a systematic intervention program. One component of that intervention process will be the identification of third grade students who have not met an acceptable level of performance based on a preponderance of evidence in reading. Each third-grade student not meeting the criteria for acceptable performance in reading based on LEAP results and reading results shall be provided with an Individual Literacy Plan that adheres to the following requirements:

1. The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel as needed to review and identify support for students using literacy resources, and then formulate an Individual Literacy Plan. School personnel will review the Individual Literacy Plan with the parent/guardian.
2. All participants of this meeting shall sign the Parent/Guardian Agreement when completed using the template provided by the Louisiana Department of Education. This agreement will be kept on file at the school in which the student attends. Participants shall meet to review progress of each student at least once more prior to the next administration of the LEAP assessment.
3. The Individual Literacy Plan will include students identified in daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs. These programs will include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

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.

Grades 6 and 7:

Any student in middle school grade 6 and 7 shall be promoted on the basis of successful classwork. Successful classwork is defined as passing all work or all work except one subject. A rigorous review of student performance shall be conducted when there is evidence of successive yearly failures in any core subject. Failing to pass two or more core subjects will not be considered successful class work. Failing students will be required to attend summer school. He or she must be present the required number of days (162).

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

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.

Accumulated Carnegie Units for Grade Level Classification

Entry Grade	Credits
9	0-6 credits
10	7-11 credits
11	12-18 credits
12	at least 19 credits

Components and Requirements of the Early Graduation Program

Appropriate completion of high school shall not be withheld from a student if the student has met all academic and attendance requirements.

However, students must earn all required credits with appropriate documents signed by parents confirming an approved pathway to completion as outlined in graduation requirements (Bulletin 741) at the time of graduation.

In order to encourage and facilitate early graduation of students seeking such completion, the district has modified its own policies and practices in the following manner:

- Credits earned during the middle school years will be immediately counted in the credits required for high school graduation.

- The district will allow reasonable access to the following:
 1. New credit acquired in the summer
 2. High school credits in middle school
 3. Transference of credit from accredited/approved schools
 4. Advanced Placement courses opportunities
 5. Dual enrollment articulation from accredited/district approved post-secondary institutions

(Some access may require financial contribution on the part of the student in following an accelerated path.)

Graduation Participation Policy

To be eligible for graduation and to participate in the graduation ceremony, students must meet all graduation requirements outlined in Bulletin 741 for the diploma pursued. These requirements must be met by the May deadline set by the district each year. The School Board may impose additional requirements as it deems appropriate.

- Summer school will be offered for students to take new and failed credits. Credit recovery will be

offered as outlined in this policy for students to recover failed credits. In compliance with state policy, students will be allowed to take 2 credit recovery courses per year with a maximum of 7 to meet graduation requirements.

-All students will have an Individual Growth Plan (IGP) to map out their graduation requirements and diploma pathway. The IGP will be updated yearly with collaboration from the counselor, student, and parent.

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.

II. Placement of High School Transfer Students

A. In-State and Out-of-State Approved Schools

1. A student who transferred from a state-approved school will be awarded credit for work completed in the previous school. A properly certified transcript shall be required with the student’s record of attendance, levels of achievement, history of immunization and units of credit earned.
2. Prior CPSB students that have not completed assigned time at CPAS must complete it before being allowed to attend their designated school campus.

B. Home Study and Non-Approved Schools

1. For students entering from home study or non-approved schools with credits earned from these schools, the process below will be used.

- a. Students must provide a copy of a transcript listing all high school credits and grades earned.
- b. ACT will be utilized for students in or going to grades 10-12.
- c. Students going to grade 9 will take the LEAP placement exam and must score Basic or higher in English and math.
- d. The ACT test administered will not be an official ACT test, so this score can only be used to meet the requirements of this policy.
- e. If a student obtains the set score, all credits earned will be immediately placed on the student's transcript with the grade source listed as the home study or non-approved school.
- f. If a student fails to obtain the set score, he/she will be allowed one additional test opportunity that must be completed within two weeks of the first test.

LEAP Placement Test for Incoming 9th Graders

(Students must obtain the English and Math scores for any credits to be awarded. Students not meeting the state's incoming 9th grade requirements will be placed in the transitional 9th grade.)

English LEAP Score	Math LEAP Score
Basic or higher	Basic or higher

ACT Test Composite

Grade Level	TOPS Diploma Composite	Career Diploma Composite
Grade 10	17	16
Grade 11	19	17
Grade 12	20	18

K-8 Students with Significant Intellectual Disabilities

Students with significant intellectual disabilities should be assigned to a grade level consistent with their age.

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.

Students with Disabilities

For purposes of the policies outlined in this document, the IEP team for the student will replace the School Building Level Committee (SBLC).

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 on any assessment 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 requirements for promotion.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations, and procedures to meet the April Dunn Act.

Students with disabilities who do not meet promotion standards for K-8 should be considered for promotion or retention by the IEP team based on the following district standards:

1. Promotion decisions must take into consideration accommodations and/or modifications to the curriculum and modified grades for students whose documented overall grade level equivalent is within a 1 to 1.5 range of the grade enrolled in ELA and/or math. Retention may be considered in any grade when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards for that grade. This includes use of the IEP accommodations and modifications.
2. Promotion should be considered in any grade when scaffolds applied to grade level lessons based on state standards result in the delivery of instruction that is significantly below grade level and documentation is available to support the child's progression. Significantly below grade level is defined as 2 or more instructional levels below grade enrolled in ELA and/or math. Progression is defined as documented trend data from statewide assessments, district common assessments,

progress monitoring assessments and/or goals, and objectives correlating with state standards. Documented is defined as written results reported on the IEP under General Student Information, Progress in the General Curriculum, Results of Statewide Assessment and/or status of goals and objectives. Retention may be considered by the IEP team if the retention will increase mainstreaming, inclusion, or other appropriate opportunities to interact with their non-disabled peers.

3. Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to their age. Retention may be considered by the IEP team if the retention will increase mainstreaming, inclusion, or other appropriate opportunities to interact with their non-disabled peers.

4. In no case should students with disabilities be retained past the over-age policies for nondisabled students. The IEP team must keep in mind that students with IEPs are eligible to participate in school through age 21 and individualized, appropriate programming is provided regardless of the school campus designation as elementary, middle, or high school.

5. Modified grades will be denoted with an asterisk "*", in the JCAMPUS Web Gradebook and the appropriate code should be used to denote modified grades.

6. By the end of the eighth grade, the IEP team shall begin to develop an Individual Graduation Plan (IGP) pursuant to Bulletin 741. The IGP shall identify a course of study that promotes college or workforce readiness or both, career placement and advancement, and transition from high school to postsecondary education or work placement. IGP will follow standards set forth in the Individual Graduation Planning of this document under High School Promotion and Transition Considerations.

The Career Diploma Assessment Requirements

If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation (April Dunn Act).

Students with disabilities shall be afforded the same opportunities to pursue a standard diploma and to exit with all course credits, honors, and financial awards as other students. A student with a disability is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP team to be awarded a diploma.

Pursuant to the Elementary and Secondary Education Act (ESEA), the state academic content standards shall apply to all public schools and public school students in the state and include the same knowledge and skills expected of all students and the same level of achievement expected of all students with the exception of students with the most significant cognitive disabilities who may access alternate academic achievement standards and achievement levels. Exception: LEAP Connect students may qualify for a Career Diploma under the April Dunn Act if determined eligible by the IEP team. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state required Carnegie credits shall be considered for a regular diploma in the

state and district accountability Board, pursuant to federal laws and regulations.

Students may apply a maximum of two Carnegie units of elective credit toward high school graduation by successfully completing specially designed courses for remediation.

A maximum of one Carnegie unit of elective credit may be applied toward meeting high school graduation requirements by an eighth-grade student who has scored at the Unsatisfactory achievement level on either the English language arts and/or the mathematics component(s) of the eighth grade LEAP provided the student:

1. Successfully completed specially designed elective(s) for LEAP remediation
2. Scored at or above the Basic achievement level on those component(s) of the eighth grade LEAP for which the student previously scored at the Unsatisfactory achievement level

Prior to or upon the student entering the tenth grade, all LEAs shall notify each student and his/her parents or guardians of the requirement of passing the end-of-course tests.

Remediation and retake opportunities will be provided for students who do not pass the end-of-course tests. Students shall be offered 30 hours of remediation each year in each EOC test they do not pass. Refer to Bulletin 1566—Guidelines for Pupil Progression, and the addendum to Bulletin 1566—Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program, Regular School Year.

English Learners

- Every student entering a Calcasieu Parish school for the first time will complete a home language survey. If a language other than English is spoken in the home, the school's principal or counselor will submit a copy of the survey to the World Languages/ESL Department. The counselor and the ESL Department will schedule further screening.
- The ESL Department will administer the ELPS (English Language Proficiency Screener) to assess oral language proficiency as well as reading and writing proficiency of language minority students.
- English as a Second Language (ESL) services are provided for English Learners (ELs) on various campuses:

Lake Charles: Fairview Elementary offers ESL and Spanish language support in addition to Two-way Spanish Immersion. A.A. Nelson Elementary offers ESL support.

Sulphur: W. T. Henning Elementary offers ESL and Spanish language support.

Itinerant elementary ESL teachers provide ESL pull-out services to students in outlying areas. Sheltered English Instruction is provided throughout the parish for all ELs by ESL and classroom teachers. In addition, ESL push-in may be provided by ESL staff.

- Middle school ESL classes are provided in Lake Charles at F. K. White Middle School for those students east of the river and in Sulphur at W.W. Lewis Middle for those students west of the river.
- High School ESL classes are held at the old RISE facility for those students east of the river and at Sulphur High 9th grade campus for those students west of the river. All high school students earn Carnegie units. Beginners attend in the morning and intermediates in the afternoon. The remainder of the day students receive sheltered instruction at their home schools.
- English learners may receive accommodations and modifications as noted on their EL Accommodation Plan. Modified grades will be denoted with an asterisk “*”. In the JCampus Web Gradebook code 84 can be used to denote modified grades for ELs in grades K-8.
- To exit the EL program and be reclassified as “monitored,” students will need to have an achievement level in the Proficient range on the ELPT (English Language Proficiency Test) for their grade level. The district will monitor former ELs through student grades, state assessment scores, teacher recommendations, and the grading process in place in the district. All support services and activities will be accessible to ELs as the district provides instructional programs that foster success in mathematics, science, social studies, and language arts. The ESL Department will input the language information of ELs into JCampus and track their progress.

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.

Students are placed in the regular school setting and efforts are made to maintain that placement. When the student's academic, social, and/or behavioral needs are not met in the regular setting, the student is placed in an alternative setting. Specific criteria for entering and exiting the available alternative settings in Calcasieu Parish are included in the descriptions below. Advanced Studies Programming and gifted services are not provided in the alternative setting.

CALCASIEU PARISH ALTERNATIVE SITES (East and West)

The Calcasieu Parish Alternative Site-East is available to students in grades six through twelve and the Calcasieu Parish Alternative Site-West is available to students in grades sixth through twelve who meet one or more of the following guidelines:

- Have been expelled from their home-based school
- Are considered at-risk as identified in the Pupil Progression Plan (Appendix A, Local Terms)
- Have been recommended by a principal, School Building Level Committee, or parent/guardian
- Have been placed through the IEP process and/or a hearing officer

The primary goal of the program is to provide all students with educational, behavioral and emotional opportunities and supports in a safe and caring environment.

Students will be evaluated using the parish grading policies. All parish and mandated testing procedures will be followed. The program will meet requirements specified in the State Department and BESE-approved proposal.

POSITIVE CONNECTIONS

Positive Connections is available to students in grades kindergarten through fifth who meet one or more of the following guidelines:

- Have been expelled from their home-based school
- Have been placed through the IEP process and/or a hearing officer

The primary goal of the program is to provide all students opportunities to succeed academically while learning appropriate social behaviors.

Students will be evaluated using the parish grading policies. All parish and mandated testing procedures will be followed.

The program will meet requirements specified in the State Department and BESE-approved proposal.

Remote Educational Alternative Programs Placement

These sites are available for students ranging in grades from six through twelve meeting the following criteria:

Alternative Programs	Criteria
Boys Village	Adjudicated
Harbour House	Placement by Agency
	Adjudicated
	Homeless
	Other
Juvenile Detention Center	Arrested
	Adjudicated
Methodist Children’s Home	Psychiatric Treatment Facility
	Private Placement
	Adjudicated
Simon Youth Academy: (Includes Mall Site and Simon Youth Calcasieu Parish Academy)	Dropout Prevention Program for CPSB— Students allowed with permission from Director of Alternative Programs for CPSB
School Aged Mothers	Calcasieu Parish School Board expectant and/or new mothers

The primary goal of each program is to provide all students with educational, behavioral, and emotional opportunities and supports in a safe and caring environment.

Students will be evaluated using the parish grading policies. All parish and mandated testing procedures will be followed. The program will meet requirements specified in the State Department and BESE-approved proposal.

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, and students having an Individual Accommodation/Section 504 plan.

Due Process for K-12 Regular Education Students

Step One - Informal

Within twenty (20) days of the time that the grievant knew, or reasonably should have known of the grievance (or within twenty (20) days of the publication of this grievance procedure, whichever is later), the grievant shall present the grievance orally to the building principal (if the grievant is a student) or to the immediate supervisor (if the grievant is an employee). Within five (5) days after presentation of the grievance, the principal or immediate supervisor shall orally answer the grievance. All relevant information shall be presented at this initial grievance (Doctor's note, medical reasoning, etc.).

Step Two - The "Responsible Official"

Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant and submitted to the "responsible official" on the form provided as part of this procedure.

The grievance shall:

1. Name the employee or student involved
2. State the facts giving rise to the grievance
3. Identify the specific relief requested
4. No new information shall be made available at this time.

Example - If the reason for the grievance is medical, a doctor's note will not be allowed in at the appeal level.

Within five (5) days after receiving the written grievance, the "responsible official" shall give his answer in writing to the grievant.

Step Three - The Superintendent

If the grievance is not resolved in step two, the grievant may, within five (5) days of receipt of the "responsible official's" answer, appeal to the superintendent by filing the grievance and the "responsible official's" answer, along with any written response of the grievant to the answer of the "responsible official", with the office of the superintendent which shall receipt thereof.

1. The superintendent shall hear the grievance within ten (10) days after receipt of any written grievance properly filed with the superintendent's office and shall render his decision in writing within ten (10) days after such hearing.
2. The grievant shall be afforded a full and fair opportunity to present evidence relevant to the facts and issues raised by the grievance and may be represented by counsel at the hearing of a grievance by the superintendent.
3. The grievant shall be furnished a copy of the decision of the superintendent.

4. No new information shall be made available at this time.

Example – If the reason for the grievance is medical, a doctor’s note will not be allowed in at the appeal level.

The decision of the superintendent shall be final within the school corporation.

Due Process for Students with Disabilities

Due process procedures will follow Bulletin 1706 when promotion/retention procedures are set forth in the IEP.

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*

High School

Promotion to the next grade for high school students is based on Carnegie units earned.

Acceleration: Criteria for Acceleration

Grades K – 8

The student must be classified as gifted per Bulletin 1508. An IEP meeting must be scheduled if the student meets the Academic and Intellectual Maturity criteria specified below, and acceleration has been requested in writing to the Advanced Studies Department by the student’s parent(s).

The IEP Committee will be comprised of parent or parents, gifted teacher(s), regular education teacher, principal, evaluation representative, and an officially designated representative of the LEA (ODR—Advanced Studies/Gifted Supervisor). The committee will make the decision for **vertical grade level** acceleration based on the following criteria:

Academic Maturity: Student will have scored in the 98th percentile in math and reading on a nationally normed test of academic achievement.

Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a nationally normed test of academic aptitude.

Physical Maturity: Student should fit within the physical range of the next grade level.

Social Maturity: Student's interests should be basically the same as those of the older students.

Emotional Maturity: Student should have a high degree of persistence, drive, and motivation for learning. He or she should be able to withstand frustrations inherent in addressing new, more difficult tasks.

Attendance: Student must adhere to the attendance policy outlined in the Pupil Progression Plan, Section II C.

Observation: Observation should be used as needed.

The committee shall also utilize course grades, scores from appropriate standardized tests, and other pertinent information that may help determine appropriate placement.

After considering all information and if vertical grade level acceleration is recommended by the IEP Committee, the committee shall design a written plan for acceleration. The plan shall include a timeline and types of instructional modes to be used.

Whenever the IEP Committee's recommendations and the plan for acceleration have been accomplished and evaluated, a recommendation for acceleration shall be presented to the Administrative Coordinator of Advanced Studies and the appropriate Administrative Director for final disposition.

Policies and Procedures for Grade "Skipping"

Policies and procedures for grade skipping and vertical acceleration are outlined above.

Policies Governing Services for Gifted Students

Students who are being considered for vertical grade level acceleration must be identified as gifted according to Bulletin 1508.

The accelerated curriculum for the gifted program must be in accordance with Section 2311 in Bulletin 741.

Carnegie Credit Courses Offered on an "Accelerated" Schedule

Carnegie credit courses include the following: Middle school-high school credit classes, High School Advanced Placement, and Dual Enrollment classes. (See Appendix E for course listings and eligibility requirements for Algebra I for middle schools.)

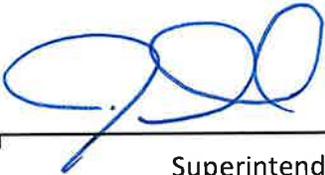
XIV. LEA assurances and submission information

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

Calcasieu

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: 10/7/25



Superintendent



Board President

XV. Appendices

The following appendices address additional CPSB pupil placement and progression policy information.

APPENDIX A

DEFINITION OF TERMS

Description

- A list of state terms
- A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)

Definition of Terms

A. A list of state terms

1. **Acceleration** – Advancement of pupil at a rate faster than usual in or from a given grade or course—This may include “gifted students” identified according to Bulletin 1508.
2. **Alternate Assessment** – The substitute way of gathering information on the performance and progress of students with disabilities who do not participate in typical state assessments
3. **Content Standards** – Statements of what we expect students to know and be able to do in various content areas
4. **LEAP 360** – An optional assessment system that provides educators with student learning data—It consists of formative assessments designed to assist teachers, schools, and school systems to monitor student learning and adjust instructional support.
5. **Louisiana Educational Assessment Program LEAP** – The state’s testing program that includes the grades 3, 4, 5, 6, 7, 8 LEAP and Algebra I, Geometry, English I and II, Biology, and US History LEAP 2025 and the English III EOC
6. **Promotion** – A pupil's placement from a lower to a higher grade based on local and state criteria contained in these guidelines

7. Pupil Progression Plan – The comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE)—A Pupil Progression Plan shall require the student's proficiency on a certain test as determined by SBESE before he or she can be recommended for promotion.

8. Regular Placement – The assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan—Placement includes promotion, retention, remediation, and acceleration.

9. Remedial Programs – Programs designed to assist students including identified students with disabilities and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria

10. Remediation – See Remedial Programs

11. Retention – Non-promotion of a pupil from a lower to a higher-grade

12. Summer Remediation Program- The summer program offered by the LEA for the specific purpose of preparing grade 4 and grade 8 students to be proficient in English language arts or mathematics

B. A list of terms used in the local plan (They will be used as the basis for interpretation of the components of the local plan.)

1. Academically Able – One who is functioning at grade level as determined by the local school system

a. Foreign Language Program-Must meet all three of the following criteria:

- 1) Students who are functioning at grade level and who have shown at least average progress in language arts studies, with an unmodified 2.5 GPA in ELA**
- 2) Students who scored Basic or above on the ELA portion of the state summative assessment are strongly recommended for enrollment and/or continuation in the foreign language program (if data is available)**
- 3) Students that are not in need of academic intervention (RTI)**

b. Mathematics

- 1) Middle School students who are functioning at grade level, demonstrate at or above average progress in mathematics studies and demonstrate a great aptitude for Math as verified by the Counselor, Teacher(s) and Principal may be offered Accelerated Math (grade 6) and/or Pre-algebra (grade 7)—Algebra I may be**

offered for high school credit (grade 8).

- 2) In smaller schools that do not have enough students to warrant a class
—“Academically able” students are grouped with others taking the curriculum prescribed math for Grade 8.

c. **Special Education**

For special education students, the IEP Committee will determine the student’s enrollment in foreign language based on academically able eligibility criteria for foreign language.

2. **Accommodation** – The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability or limited English to gain access to content and/or complete assigned tasks.
3. **ACT** – American College Testing (Program) – A test required for entrance into state colleges and universities
4. **ACT 146** – Regulations that provide for the implementation of kindergarten developmental readiness screening programs
5. **Action Plan** – The education program for those students qualifying under Section 504 of the Rehabilitation Act of 1973
6. **Appraisal Team** – Appraisal personnel assigned to a particular school. The team consists of at least an educational diagnostician, a school psychologist, and a school social worker.
7. **Assessment** – The process of gathering information on student learning from a variety of sources to understand how well students are achieving identified expectations
8. **Educational Diagnostician** – A Pupil Appraisal role for a specialist who is involved in assisting students who have problems in regular education and in evaluating students identified as having need of Special Education
9. **At Grade Level or Above** – Students demonstrating at least average progress (grade C or above) as verified by teacher(s) and principal
10. **At-Risk** – Students identified as exhibiting one or more of the following factors:
 - Have been retained academically one or more years
 - Have exhibited excessive absenteeism
 - Have been adjudicated as delinquents
 - Are pregnant and/or parents

- Have achieved less than a 2.0 grade point average on 4.0 scale
 - Come from low socioeconomic level
11. **Basal (Text)** – An elementary textbook adopted by the parish for general use in the classroom
 12. **Bulletin 741** – Handbook for School Administrators--a comprehensive guidebook issued by the State Department of Education
 13. **Bulletin 1508** – Pupil Appraisal Handbook
 14. **Bulletin 1530** – IEP Handbook for Students with Exceptionalities
 15. **Bulletin 1566** – Guidelines for Pupil Progression
 16. **Bulletin 1706** – Regulations for Implementation of the Exceptional Children’s Act
 17. **Bulletin 1903** – Guidelines for the Education of Dyslexic Students
 18. **Career and Technical Education** – Organized educational programs specifically designed to provide students with skills necessary for success at the postsecondary level as well as in the world of work – Programs involve hands-on instruction in a number of related clusters of courses. Participation in these occupational, course clusters affords students an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
 19. **Carnegie Unit of Credit** – State approved qualitative as well as quantitative measure – In Calcasieu Parish Schools, which are approved by the State of Louisiana as well as the Southern Association of Colleges and Schools, a unit of credit is awarded after successful completion of a year's work. Classes meet five days a week for thirty-six (36) weeks, fifty (50) minutes each day. Half units represent eighteen (18) weeks participation on the same basis.
 20. **Co-curricular Activities** – Those activities that are relevant, supportive, and are an integral part of the program of studies and which are under the supervision and/or coordination of the school instructional staff
 21. **Criterion Reference Test** – An assessment instrument used to determine mastery of specific skills; also called unit, chapter, or periodic test
 22. **Cumulative Folder** – A permanent record of a child that contains documentation of his/her progress at school
 23. **Cursive Handwriting** – Cursive Handwriting instruction is required in all public schools by third grade and incorporated into the curriculum for grades 4-12.

- It is defined as writing in which the strokes of successive characters are joined and the angles are rounded.
24. **Developmental** – Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, socio-emotional development, auditory discrimination, visual discrimination, and self-help skills (BESE Policy)
 25. **English Learners (ELs)** –Also known as Limited English Proficient (LEP) – Students who have little or no social and/or academic proficiency in the English language
 26. **ELPS** – English Language Proficiency Screener-The state mandated computer-based test used to assess the English proficiency of incoming language minority students
 27. **ELPT** – English Language Proficiency Test – The ELPT assessment measures and reports on students’ English language proficiency.
 28. **ESL Pull-Out** – A program to teach English as a second language (ESL), as well as, study skills, content vocabulary, and cultural orientation to English learners
 29. **ESL Push-In** – A program in which the ESL teacher assists ELs in the regular education classroom
 30. **Extended Standards** – The Louisiana Extended Standards provide links from curriculum to instruction for students with significant cognitive disabilities. They are an extension of the content standards, benchmarks, and GLEs and provide three levels of complexity.
 31. **Extracurricular Activities** – Those activities that are not directly related to the program of studies but are under the supervision of school instructional staff and are considered valuable for the overall development of the student— Extracurricular activities shall not be scheduled during instructional time.
 32. **Formative Assessment** – The process of gathering information during the learning process — It involves constructive and specific feedback to students aimed to improve learning and is used by teachers to plan for and drive instruction. *Formative assessment is assessment FOR learning.*
 33. **IASA Title I- Remedial Programs** – Programs designed to assist educationally disadvantaged students to overcome educational deficits identified through testing and other local criteria
 34. **IASA Title I** – Improving America’s School Act-Title I of Public Law 103-382 formerly ESEA, Chapter I Act of 1965 and amended 3/31/94

35. **Instructional Time** – The schedule time designated for teaching courses outlined in the program of studies
36. **GED** – General Equivalency Diploma
37. **Gifted (Academically)** – In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes
38. **Grading** – The process of evaluating the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained
39. **Hospital or Homebound** – Any situation in which physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment
40. **IAP** – The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular classroom
41. **IEP** – A written, Individualized Education Program developed for each student eligible under IDEA which describes a free, appropriate, public education (FAPE)
42. **Itinerant Special Education Services** – An instructional service in which a special education teacher travels from school to school or other settings, providing special materials and individualized instruction in disability specific skills
43. **Inventory Tests** – Pre-assessment tests (readiness, placement, screening) given to indicate specific needs of individual students
44. **Lateral Acceleration** – Enrichment through the use of highly affective and cognitive skills while dealing with content appropriate to the assigned grade level
45. **Mainstreamed** – In the context of education, refers to the practice of educating students with special needs in regular classes during specific time periods— If the special education teacher provides services in the regular class during mainstream periods, it is referred to as inclusion.
46. **Modification** – The term “modification” may be used to describe a change in the curriculum which alters the learning expectations for students.
47. **Multi-Supplementary Materials** – Materials used in the classroom in addition to adopted textbook
48. **Multisensory Structured Language Program** – Direct, explicit instruction in the code of written language (letter-sound system)— The code and the rules governing

written language are taught in a sequential, cumulative manner.

49. **Readiness Screening** – The process of identifying the performance levels, skills, and abilities of young children, emotional and social development
50. **Rehabilitation Counselor** – An individual who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence and integration in the workplace, and community of a student with a disability—It also includes vocational rehabilitation services.
51. **Related Services** – Transportation and such development, corrective, and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology services, vision services, psychological services, physical and occupational therapy, adapted physical education, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes—The term also includes school health services, social work services in schools, and parent counseling and training.
52. **Remedial Programs** – Programs designed to assist students including identified students with disabilities and Non- or Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria
53. **Resource Center for Gifted** – A type of instructional setting, designed or located at one school that provides instructional services to gifted or talented students from two or more schools and in which:
 - Instruction is provided by a teacher who is certified in the exceptionality for which instruction is provided.
 - No less than twenty-four (24) or more than fifty-five (55) children are enrolled for each teacher.
 - Instruction time is not less than three (3) hours per week.
54. **Response to Intervention (RTI)** – RTI is a multi-tier approach to the early identification and support of students with academic and/or behavior needs. The RTI process begins with universal screening and high-quality instruction for all children in the general education classroom. Data are used to determine which students need extra support and the best research-based interventions available to help students achieve grade level success. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Progress is closely monitored to assess student growth.

55. **School-Building-Level Committee (SBLC)*** – A mechanism which functions as an in-school resource committee and as a liaison committee to support services—The School-Building-Level Committee has three primary functions, which are as follows:
- a. It acts as a reference team for ensuring that all resources available within the school have been employed prior to referral to pupil appraisal.
 - b. It is the in-school mechanism for review of decisions affecting retention or promotion. The membership of the committee will vary with the problem presented, but should always include the following positions: referring teacher, principal or his/her designee, and counselor. The assessment teacher should be included if a referral for appraisal is being considered.
 - c. It serves as a committee of three or more knowledgeable people who oversee referrals, assessment, educational planning, and program implementation for students with dyslexia and other related disorders per requirements of Section 504 of the Rehabilitation Act of 1973.

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

56. **School Day** –The daily period of time established by the LEA as the official operating hours of the school for administrative and instructional purposes, as well as co-curricular activities
57. **Sheltered English Instruction** – An instructional approach with the focus of making academic instruction in English comprehensible to English Language Learners
58. **Student with an Exceptionality/Disability** – A student who, after being evaluated, is determined to have an exceptionality that significantly affects educational performance to the extent that special education is needed—Refer to Bulletin 1508.
59. **Summative Assessment** – Occurs throughout a course – Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement. *Summative assessment is assessment OF learning.*
60. **Summer School** – A summer program designed to assist unsuccessful students in grade 4 and grade 6 through grade 8—Successful classwork is defined as passing all work or all work except one subject. Failing to pass two or more core subjects in grade 6 through grade 8 will not be considered successful class work. Unsuccessful, failing students in grade 6 through grade 8 will be required to attend Summer School in order to be promoted.
61. **Support Staff** – Personnel at the building level and/or personnel from the central office staff with specific expertise—Support staff may include consultants and supervisors from regular instruction, director of instructional programs, special

education, federal programs, and pupil appraisal services.

62. Vertical Acceleration – Upward movement to higher-grade level skills

APPENDIX B
SCHOOL-BUILDING-LEVEL COMMITTEE
MEETING VERIFICATION

STUDENT INFORMATION:

Name: _____

Age: _____

Present Grade Level: _____

Number of Previous Retentions: _____

REASON FOR MEETING:

COMMITTEE DECISION:

COMMITTEE SIGNATURES:

DATE: _____

SCHOOL NAME: _____

APPENDIX C

REFUSAL OF REMEDIATION

I hereby acknowledge the Calcasieu Parish School System has offered remedial help to my son/daughter at no cost for deficiencies that were identified on the required assessment.

Student _____

School _____

Subjects(s) - Circle those applicable

English/Language Arts

Mathematics

Science

Social Studies

Signature Parent/Guardian: _____

Date _____

APPENDIX D

ASSESSMENT/GRADING POLICY

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

Neither shall a teacher's determination of a student's grade(s) as a measure of the academic achievement or proficiency of a student be altered or changed in any manner by any employee of the Calcasieu Parish School Board, other than the student's teacher, except as provided in this policy.

A student's grade(s) may be changed, other than by the student's teacher, only upon a determination that the grade(s) is an error, or that the grade(s) is demonstrably inconsistent with the teacher's grading policy.

The Chief Academic Officer is granted authority by this policy to change a student's grade(s). The determination of the Chief Academic Officer with respect to a grade change is subject to the right of the Superintendent to review, modify, reverse, or affirm the decision of the Chief Academic Officer, at the discretion of the Superintendent.

The school counselor and the principal or his designee, upon receipt of a complaint about a student's grade(s), or upon discovery of information which raises questions about whether a grade is erroneous or is demonstrably inconsistent with a teacher's grading policy, shall meet with the teacher to review the complaint and/or issues regarding a student's grade(s). Neither the school counselor nor the principal or his designee shall attempt to influence, alter, or otherwise affect the grade(s) received by the student from his or her teacher, but the principal or his designee after meeting with the teacher shall explain to the teacher his/her determination of whether there is an error in the grade(s) and/or whether the grade(s) is demonstrably inconsistent with the teacher's grading policy.

If the issues regarding the student's grade(s) are not resolved to the satisfaction of both the principal/designee and the teacher, the matter will be referred to a review committee composed of the appropriate administrative director, the school principal, and either a consultant, director, or specialist from Curriculum and Instruction appointed by the Chief Academic Officer. The review committee may interview teachers, students, parents, and other individuals regarding the issue, and may review documents, including but not limited to student work samples, teacher grade books, and any other materials the review committee deems pertinent to the issues presented. The review committee shall report its findings to the Chief Academic Officer who shall render a decision regarding the issues presented, and who shall notify the teacher, principal, and appropriate administrative director of his determination.

Unless the grade issue(s) is resolved prior to publication of the grade(s) in question, parents of the student whose grade(s) is at issue will be notified that the student's grade(s) is under review and that a determination regarding the grade(s) will be sent to them, in writing. If a parent or student has filed a complaint about the student's grade(s), or if notice of grade review has been sent, the school principal shall notify the parents and student of the final outcome of the grade review.

The review of a grade complaint/issue shall be completed within 14 days from date of first receipt by the principal of information which raises questions about a student's grade(s) or receipt of a grade(s) complaint.

B. LEAs shall use the following uniform grading scale for students enrolled in all grades.

In K-12, letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, Dual Enrollment, International Baccalaureate, or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

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

Kindergarten - Grade 12

Grades shall be determined and reported in accordance with the procedures set forth herein and in the Calcasieu Parish Pupil Progression Plan. No teacher may have a grading policy which is inconsistent with the Grading Policy or the Pupil Progression Plan of the Calcasieu Parish School Board, and every teacher's grading policy is deemed to have incorporated therein the provisions of the Calcasieu Parish School Board's Grading Policy and the provisions of the Calcasieu Parish School Board's Pupil Progression Plan with respect to grades.

At the beginning of each school year, all teachers will be provided in-service training regarding their responsibilities for assessing and facilitating student academic growth, appropriate assessment practices, determining and reporting grades according to Calcasieu Parish School Board policies, the Calcasieu Parish School Board's Pupil Progression Plan, and what is expected of teachers when the course work performance of students under their charge is inadequate. Teachers hired at times other than the beginning of the school year must attend training conducted by their individual school's

Leadership Team regarding their responsibilities noted above.

Principals/Designees must review the grades of all of their schools' students reported during each grading period. Principals may require teachers to develop RTI action plans for students who are receiving failing grades, whose performance is inadequate, or who demonstrate a lack of response or motivation regarding grades. Principals may also review teachers' grade books, lesson plans, and assessments of teachers made during observations to ensure teachers are fulfilling the requirements of their job descriptions in Plan A for Personnel Evaluation, particularly with respect to Subsection D of requirements regarding INSTRUCTION.

Purpose

Assessment and grading are an integral part of the educational process to improve student learning. The primary purpose of assessment, both formative and summative, is to plan for instruction and measure the degree of student mastery of established standards. Assessment and grading provide students, teachers, and parents/guardians with information that can be used to encourage student growth and progress. Information provided by assessments enables administrators and teachers to evaluate the effectiveness of curricular, instructional and assessment practices and programs.

Guiding Principles

- Assessment shall take into consideration the ability, aptitude, cultural and other characteristics of the student.
- An assessment program must help teachers become skilled at using challenging assessments linked to established standards as a regular part of their teaching.
- Assessment data should be used to create an instructional focus for the class and for individual students, including those students with special needs.
- Important decisions about students, such as promotion, must depend on multiple factors, never a single test. Exception: State Mandated High Stakes Testing
- No single assessment or assessment type provides a complete picture of what students know and can do; therefore, district assessments will provide information about student knowledge and skills through a variety of indicators of student achievement.
- Assessment must be aligned with established standards, curriculum, and instruction.
- Assessment results must be clear, consistent, provided in a timely manner, and used to help improve student achievement and classroom instruction.

The Assessment Process

All grades shall be derived from quality assessments aligned with the Louisiana Student Standards. Students shall have multiple opportunities to demonstrate mastery of identified skills.

In grades K – 5, there shall be a minimum of 7 graded items in each subject area per nine-week period with the following exception:

- In Kindergarten, during the first nine-week period, this will be considered a transition period for students. The remainder of the reporting periods (2nd-4th) should have a minimum of 7 graded items with a maximum of 9 graded items in each subject per nine-week period.

In grades 6-8, there shall be a minimum of 9 graded items in each subject area per nine-week period. Teachers will use summative assessments AFTER adequate use of formative assessments. The summative assessments will be given approximately one time per week. Middle school grades cannot be weighted, doubled, or used punitively.

In grades 9 – 12, there shall be a minimum of 9 grades and a maximum of 27 grades in each subject area per nine-week period. High school grades cannot be weighted, doubled, or used punitively.

9 Weeks and Final Grades

Nine Weeks Grade - To determine the student's nine weeks' grade, the student's individual assignment grades that are recorded in the teacher's grade book should be averaged and rounded off to the nearest hundredth. The numerical average will then be converted to a letter grade.

Final Grade - The Final Grade will be determined by averaging the students' nine weeks letter grades. The following grading range should be used:

- 4.00 – 3.50 = A = 4 Quality Points
- 3.49 – 2.50 = B = 3 Quality Points
- 2.49 – 1.50 = C = 2 Quality Points
- 1.49 – 1.00 = D = 1 Quality Point
- Below 1.00 = F = 0 Quality Point

Advanced Placement

- Principals and students will follow guidelines as prescribed in section 2311 of Bulletin 741.
- Advanced Placement exams must be paid for by the first 35 school days.

Students that fail to pay for their Advanced Placement Exams by this set deadline will be removed from the Advanced Placement classes in which the exam fee was not paid.

- CPSB expects a student enrolled in an AP course to take the AP exam as a condition of successful completion of AP courses unless a serious financial, medical emergency or other critical issue arises to prevent the AP student from taking the exam.

- All students enrolled in AP Courses will receive a 5 quality point grading system and a 10 point grading scale.
- Advanced Placement courses are not provided for students while on Homebound Instruction. If a student enters into the Homebound Program and is currently in Advanced Placement classes, the student must be transferred to non-AP classes and remains in the non – AP classes until the academic year ends.
- Procedures established by the College Board must be followed.
- With prior approval, in special isolated cases when the AP exam cannot be taken, and as deemed necessary by administration, a student will receive AP credit and the 5-point grading scale for successful completion of the course.

Eighth Grade Promotion

Eighth-grade students shall score at least “Basic” in ELA or mathematics and “Approaching Basic” in the other subject to be promoted to the ninth grade. Additionally, students must successfully complete classwork. Successful classwork is defined as passing all work or all work except one subject. Failure to pass two or more core subjects will not be considered successful class work. Students in grade 8 shall be in attendance for the minimum required number of days (162). Students who do not meet this criterion must attend summer school to make up the missed days. In addition, any student missing an excessive number of days will have a review by the SBLC for possible retention.

Students not meeting the promotion standard after taking the eighth-grade state assessments in the spring will be placed in remedial course(s) in the subject(s) in which the Unsatisfactory was scored on a high school campus as a Transitional Ninth Grade Student. The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in ELA or Math, if a student scores at the “Basic” level in the other subject, provided that the student has participated in the spring administration of LEAP.

All eighth-grade students that score Unsatisfactory will be placed in remedial course(s) in the subject(s) in which the Unsatisfactory was scored. The SBLC teams will determine the high school course placement for eighth graders entering the transitional ninth grade who have scored “Approaching Basic.” Participation in remedial course(s) is applicable whether it be transitional ninth grade, students who receive waivers, or regular ninth grade students. Remedial courses will be designated as English, Business English; math, Math Essentials- LEP students may be placed in an ESL remediation course in place of Business English at the recommendation of the ESL Committee.

If a student earned an Algebra I or English I credit in middle school, he/she can be placed in another English or math course besides Math Essentials and Business English. If the middle school student earns a “Basic” or higher on the eighth-grade state assessment, he/she can be placed in a course other than the remedial courses listed for the subject in which the “Basic” or higher was earned.

Any first-time eighth-grade student who does not meet the passing standard set forth in BESE Bulletin 1566 will be placed on a high school campus only in the transitional ninth grade.

*For purposes of the policies outlined in this document, the IEP team for the student will replace SBLC.

Progress Reports

Students in grades K-12 will receive a progress report at the end of 3 weeks and at the end of 6 weeks of each nine-week grading period, excluding the first nine-week period. Progress reports are used to inform students/parents about both satisfactory and unsatisfactory progress in a subject, in conduct, or both. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades.

Documentation of Grades

The teacher’s grade book is the OFFICIAL LEGAL document and must be maintained correctly. The electronic grade book is preserved each year. Hard copies are NOT required—EXCEPT FOR SPECIAL

EDUCATION CLASSES. If you need a hard copy for auditors or legal reasons you can print the course grade book to a printer. If the course was in a different year, there is a YEAR field that can be changed. However, all grades from previous years are read-only. Changes cannot be made once the year is complete.

Failure to Maintain

If a student fails the 3rd and 4th marking periods but has obtained sufficient points to pass a course from the 1st and 2nd marking periods, he/she can still fail a course. The decision to fail a student based on failing grades in the 3rd and 4th marking periods can only be made under certain conditions: 1. The teacher must have documentation of conferences with the parent during the 3rd and 4th marking periods. 2. An SBLC committee must reach a unanimous decision for the student to fail the course; the school administrator or his/her designee must be part of the SBLC committee*. 3. Documentation of the SBLC committee meeting (items covered, members in attendance) and its decision must be placed in the student's cumulative folder.

*For purposes of the policies outlined in this document, the IEP team for the student will replace the SBLC.

Formative Grades and Bonus Points for Standardized Summative Assessments

Standardized summative assessments (i.e., ACT, EAGLE Assessments, Scantron, and State Department of Education End of Course Exams, LEAP 360) shall be administered in keeping with State and District policy. The administration of these assessments is in line with the district's Student Learning Target focus on full year, high stakes assessments. While these assessments shall not be used as a summative grade (for correctness) during any marking period, formative grades (for completion, effort, and improvement towards meeting goals) may be awarded. Bonus points may also be awarded when students achieve established goals as measured by these assessments. Under no circumstance may a standardized summative assessment (other than mandated End of Course tests) be used to lower a student's grade in any marking period. School plans for bonus points and formative assessments are subject to review and approval at the district level.

Grading Regarding Absences (Elementary and Middle)

A student who is absent five (5) or more days in any nine-week period shall receive an "I" at the end of 3 weeks, 6 weeks, and each nine-week grading period. The student can make up the work during the next Nine Week Period. If he/she fails to do so, the Incomplete Grade (I) automatically becomes an "F." It is the responsibility of the teacher to inform the student of the deadline for any makeup work. If a student is absent less than five (5) days, the student should be given a reasonable amount of time to complete the assignments. A reasonable amount of time will be determined through the collaborative efforts of the principal, counselor, teacher, parent, and student.

Additional Grading Guidelines 9-12

Number of Assessments per Nine Week Period

- A. A minimum of 9 grades will be required during each 9-week marking period.
- B. No single summative assessment may count for more than 20 percent of the final marking period grade.
- C. High School grades cannot be weighed. The numerical value of a grade determines its weight.
- D. High Schools will continue to strive for a balanced use of formative and summative assessments.
 - Both formative and summative assessments should be applied in a consistent and fair manner for each marking period. Teachers should strive to have 40% formative assessments and 60% summative assessments during each nine-week period. The FUEL course will consist of 100% formative grades.
 - Summative grades are typically graded for correctness. Summative assessments are assessments *of* learning and should take place *after* the learning has taken place. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.
 - Formative grades are typically graded for completeness, effort, and improvement. Formative assessments should be assessments *for* learning and should take place *while* learning is taking place. Examples of formative assessments include quizzes (not for correctness, but to gauge student's understanding), homework, warm-ups, pre-tests, exit tickets/surveys, cooperative learning activities and notebook checks.

Marking Periods/Grade Computation

Teachers are instructed to average the numerical grades to arrive at a percentage grade for the marking period. The percentage grade for the marking period shall be computed to tenths and rounded to the nearest whole number (0.5-0.9 rounds up). The numerical grade shall be converted to a letter grade for report card purposes.

English Learners (ELs) Modifications and Grading

Teachers should utilize Sheltered Instruction teaching strategies, which may include adjusting the language demands of a lesson, modifying speech rate, using context clues, extensive modeling, relating instruction to student experience, adapting the language of texts or tasks, or using other methods to promote language and content acquisition (i.e. demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Elementary and Middle School

ELs who cannot comprehend the language of instruction should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort, and participation in class work to the degree that his English language proficiency allows. A description may be added behind such grades (for example: “B* modified” on tests and report cards, but “B LEP” in cumulative folders).

Students should still be expected to:

- Pay attention in class
- Follow directions
- Bring required materials
- Participate in class activities
- Show progress

Secondary

Evaluations should be based on students’ English proficiency level and the established state standards should be used in the design of instruction and assessment.

If accommodations are not provided to an EL, a failing grade is not to be assigned because this would violate the student’s right to an equal education. Performance assessment and an assessment portfolio can be used as documentation for assigning a grade.

Grading Policies for Grades/Courses for Which Letter Grades Are Not Used

Elementary

When grading the student’s individual assignments, the state grading scale (above) should be used. The letter grade for the individual assignments should be recorded in the teacher’s electronic grade book. Grades in the teacher’s grade book will be used to arrive at the appropriate evaluation. All subjects will be marked A, B, C, D or F with the following exceptions:

Grades K – 2

Social Living (Science/Social Studies), World Languages, Handwriting, Health & Physical Education, Fine Arts and Conduct will be evaluated using the following scale to determine student performance:

O-Outstanding
S-Satisfactory
N-Not Satisfactory

Grades 3 – 5

Handwriting, Health & Physical Education, Fine Arts, World Languages (excluding immersion), and Conduct will be evaluated using the following scale to determine student performance:

O-Outstanding
S-Satisfactory
N-Not Satisfactory

Grading Policy for End-of-Course (EOC)/LEAP 2025 Tests

Courses with mandated End of Course exams will count these tests as 20% of the student's final course average with each of the other 9-week grading periods also counting as 20% of the final course average. The final course grade will be an average of letter grades awarded each nine weeks and the letter grade awarded on the EOC exam. The letter grade on the EOC will be determined by the official conversion chart provided by LA DOE. If a student does not take an EOC for medical reasons or any other reason with an accountability code that does not count as an initial test score of a zero, then the final grade will be averaged with the four nine weeks grades. For students with disabilities identified under IDEA who meet the criteria found in Bulletin 1550, the End of Course Test score shall count for 5 percent of the students' final grade for the course as indicated in Bulletin 741.

Adding, Dropping and Repeating Courses

Phasing up or down in courses will be allowed until the 16th day of school.

Beginning with the 17th school day, all courses on the schedule will count as a course pursued and will be added to the student's transcript

Courses may be dropped for ½ credits at midterm (prior to the start of the 3rd marking period). Courses for ½ credit added at midterm may be dropped during the first 16 days of the 2nd semester.

For dual enrollment courses, drop dates will be set based on fall/spring semesters.

Students will not be allowed to repeat courses for a higher grade.

Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester (i.e., attained both academic success at 67% or higher and a minimum rate of 94% attendance during the semester). The minimum credit that can be earned in a Trades and Industry course is one credit unless approved by the state

APPENDIX E

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

DETERMINING ELIGIBILITY FOR HIGH SCHOOL CREDITS

Middle school students who intend to take Algebra I for Carnegie credit must demonstrate mastery of the eighth-grade standards of mathematics by:

- successfully completing an accelerated sixth and an accelerated seventh grade course which addresses the middle school standards in mathematics
- and receive the SBLC recommendation based on the student's historical assessment profile to include (but not limited to) the student's grade point average of 3.5 or higher in math from grades 3-7, an average scale score of 750 or higher from grades 3-7, on the Louisiana Educational Assessment Program LEAP, and qualifying score on an LEA created Algebra I placement test. * The Louisiana Educational Assessment Program LEAP is published by the Louisiana Department of Education (LDOE).

*For purposes of the policies outlined in this document, the IEP committee for an identified gifted student will replace the SBLC.

GRADING

Middle School students will be allowed to transfer to an 8th grade course from the high school credit course at the end of the first 9 weeks grading period based on their performance in the course.

High School Credits Allowed in Middle School

Credits for All Middle School Students

- Middle school students taking high school courses for Carnegie credit shall be held to the same grading and assessment standards as High School students.
- Algebra I—The Algebra I credit will be awarded to students who score Advanced, Mastery, as defined by LDOE on the LEAP 2025 exam.
- World Languages:
Second Language- 8th grade students must have successfully completed two levels of the same language in middle school to be placed in the course. French I or Spanish I credit will only be awarded to students who have a final average of a B or above in the course.
- IBCA—8th grade

- Quest for Success * Staff must be credentialed to teach it—8th grade.
- Fine Arts Survey (cannot be substituted) – 7th or 8th grade
- FACS I – 8th grade
- Speech I- 7th or 8th grade
- Financial Literacy- 8th grade
- Agriscience I – 8th grade

Special Programs with High School Credits for Middle School

These credits can **only** be offered to students enrolled in the “University Track Programs” offered at F. K. White Middle School TELC, Ray D. Molo Magnet Middle School M3, and Oak Park Middle School NEST.

- English I
 - The English I credit will be awarded to students who score Advanced or Mastery as defined by LDOE on the LEAP 2025 exam.
- Environmental Science or Earth Science (Students must pass a pre-test for placement in this course.)
- Health – 7th or 8th grade

These students housed in a “school within a school” will feed into Washington-Marion and LaGrange’s University Programs.

Reviewed by High School

APPENDIX F

ATTENDANCE POLICY FOR CARNEGIE CREDIT

- A. Carnegie credit by middle school and high school students may be earned by passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below.
- B. When awarding credit based on instructional time, LEAs shall require a minimum of 7,965 minutes for one Carnegie credit. In order to grant one-half Carnegie credit, LEAs shall require a minimum of **3,983 minutes**.
- C. Schools are required by law to provide **63,720 minutes** of instructional time during the school year. BESE policy permits school leaders to adjust the length of the school day and the number of days in the school year as needed in order to meet this requirement.

Reviewed by High School & Advanced Studies

APPENDIX G HONOR GRADUATE POLICY

Honor Graduate status is based on earning a GPA of at least a 3.5 and meeting the requirements below.

A. Honors GPA Positions

- | | | | |
|----|-----------------|------------|----------|
| 1. | Summa Cum Laude | 3.90-4.00+ | G. P. A. |
| 2. | Magna Cum Laude | 3.70-3.89 | G. P. A. |
| 3. | Cum Laude | 3.50-3.69 | G. P. A. |

The Honors GPA calculation is based on the 5.0 GPA.

B. Honor Graduate Requirements

Starting with the entering freshmen of 2025-2026

- **Met or Exceeded:** State LEAP growth target for Algebra I, geometry, English I, and English II
- **Met or Exceeded 1 of These:** ACT of 20 OR WorkKeys of Gold OR ASVAB of 59+
- **Met or Exceeded 1 of These:** TOPS-Aligned AP Exam Score of 3 OR ACT Math of 25 OR ACT English Score of 26 OR Basic Bundle OR Advanced Jump Start Credential OR Military Acceptance Letter OR 6 Hours TOPS Dual Enrollment with a “C” or better

For the entering freshmen of 2022-2023, 2023-2024, 2024-2025

- **Met or Exceeded 1 of These:** ACT of 20 OR WorkKeys of Gold OR ASVAB of 59+
- **Met or Exceeded 1 of These:** TOPS-Aligned AP Exam Score of 3 OR ACT Math of 25 OR ACT English Score of 26 OR Basic Bundle OR Advanced Jump Start Credential OR Military Acceptance Letter OR 6 hours of TOPS Dual Enrollment with a “C” or better

---NEW---

For the entering freshmen of 2022-2023

Honor Graduate:

- **Met :** the requirement of 110 or higher on the former graduation index

Distinguished Honor Graduate: (Meet requirements in both bullets)

- **Met or Exceeded 1 of These:** ACT of 20 OR WorkKeys of Gold OR ASVAB of 59+
- **Met or Exceeded 1 of These:** TOPS-Aligned AP Exam Score of 3 OR ACT Math of 25 OR ACT English Score of 26 OR Basic Bundle OR Advanced Jump Start Credential OR Military Acceptance Letter OR 6 hours of TOPS Dual Enrollment with a “C” or better

Reviewed by World Languages

APPENDIX H

WORLD LANGUAGES

Elementary Immersion Pathway

The designated subject areas for World Languages in the French or Spanish elementary immersion pathways, grades Kindergarten through five, include science, social studies, mathematics and French or Spanish language. Entrance into the immersion pathway is based on various criteria, which may include the scores from a screening instrument, for students entering kindergarten. All elementary immersion pathways (Kindergarten through five) must have a minimum 60% of daily instruction in the immersion language to meet state immersion certification criteria.

Two-Way Immersion Pathway

Students develop high levels of speaking, reading, writing, and listening in English and in Spanish. Ideally, Two-way Immersion classes are comprised of an equal balance of native English-speaking students and native Spanish-speaking students. Native speakers of each language serve as peer models of the language. The program goals are to provide students with bilingualism, biliteracy, and cross-cultural competence.

Elementary Second Language Programs

All elementary second language programs must have a minimum of 30 minutes per day of target language instruction as required by Bulletin 741. Second Language classes are *highly* recommended for all academically able students in fourth and fifth grade.

Middle School Immersion Pathway

The designated subject areas for World Languages in the middle school French or Spanish immersion programs, grades six through eight, include social studies, science and French or Spanish language arts. All middle immersion language pathways must offer at least three subjects in the target language, *i.e.*, French or Spanish language class, social studies and science for a minimum 40% of daily instruction in the immersion language.

Students enrolled in an immersion program in grades 6, 7, and 8 will receive grades for those courses based on the middle school grading scale. These grades will appear on their report cards and be included in their middle school GPA but will not be recorded on the high school transcript.

In 8th grade, immersion students will take a state-approved proficiency assessment. The score from this test will be averaged with their final 8th grade French/Spanish language arts course grade, and this combined average will become the single grade recorded on the high school transcript. Students who meet the Louisiana Department of Education (LDOE) proficiency criteria through this assessment will earn up to three Carnegie Units:

Level I

Level II

Level III

All three credits will carry the same final grade (the average of the 8th grade class grade and the proficiency test score).

To remain in the immersion program, students must maintain a minimum C average in immersion courses during 6th, 7th, and 8th grades.

Middle School Second Language Programs

All academically able 6th-8th grade students are recommended to enter the foreign language beginner's level course, French Intro or Spanish Intro; no foreign language background is required. Students that successfully complete the beginning Intro level course may enroll in the (a) level course of that same language. After successful completion of both levels (Intro) and (a), students are eligible to enroll in the level (b) course of that language with the potential to earn a Carnegie unit in French I or Spanish I. The transcript will reflect the final grade earned in the level (b)/8th grade foreign language course. Level (a) and (b) courses must have a minimum of 150 minutes per week of target language instruction.

High School Immersion Pathway

The designated subject areas for world languages in the high school French or Spanish immersion pathway, grades nine through twelve, include French or Spanish language arts, Levels III, IV, V, and VI for at least 50 minutes per day. Entry into the French or Spanish immersion pathway is under the direction of the World Languages Consultant.

Reviewed by High School

APPENDIX I

HIGH SCHOOL SUPPLEMENTAL PROGRAMS

The following criteria are applicable to high school supplemental programs:

- May only be utilized only by students currently enrolled in a Calcasieu Parish public high school.
- The program is not to be used as a means of attaining Carnegie unit credit for coursework pursued

through home-school, non-accredited schools, or any other non-approved Carnegie unit instruction.

- It is not designed to shorten the student's school day or school year at the primary school of enrollment, enhance a student's G.P.A., facilitate early graduation, enhance scholarship opportunity, and meet college entrance requirements or to acquire athletic/extracurricular eligibility.
- Credit Recovery, Grade Recovery, Repeated Credits, and Seat Time are opportunities for students to graduate on time. Students must meet the district requirements and timelines to be eligible for these opportunities. Some costs may be tied to these opportunities.
- Credit recovery opportunities will follow the state's policy of 2 credit recovery courses a year with a limit of 7 total credit recovery courses to meet graduation requirements.

FUEL and RTI

Students in grades 9-11 will be scheduled into FUEL. FUEL will be a blend of RTI, acceleration, and remediation for students through the utilization of learning platforms and other resources.

Correspondence Courses

- For students to obtain Carnegie unit credit for courses from correspondence vendors outside of CPSB, district approval from the Director of High Schools must be granted.
- Students shall be allowed to enroll in district correspondence courses outside of CPSB for Carnegie unit credit only through prior approval from the Director of High Schools.
- Credits for End of Course/LEAP 2025 and Jumpstart credentialing courses will not be accepted when taken in the summer.