

2025-2026 Pupil Progression Plan

Local Education Agency:

Claiborne Parish School Board

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

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I. Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). The PPP shall address student placement and promotion and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

[RS 17:24.4](#) states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement."

The purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

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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.

Pursuant to R.S. 17:151.3 (D), every parent or legal guardian of a child who is eligible to attend full-day kindergarten for the 2022-2023 school year or thereafter, as a prerequisite to enrollment in any first grade of a public school, shall send such child, beginning with the 2022-2023 school year, to attend public or private full-day kindergarten when such instruction is offered in the public schools. Notwithstanding the provisions of this section or any other provision of law to the contrary, a parent or legal guardian shall have the option to defer enrolling his child in kindergarten for one year if either of the following applies:

- a. The child is four years of age on the first day of the school year and will not turn five by September 30 of the school year.
- b. The child is enrolled in a prekindergarten program.

Claiborne Parish uses the required Kindergarten literacy screener, all kindergarten students must participate in the statewide administration of the K-3 Literacy and Numeracy Screeners. The screener must be administered within the first 30 days of school.

Claiborne Parish does not provide for early entrance, other than for gifted students whose IEPs direct such action.

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.

Students in kindergarten who are promoted to first grade must demonstrate an acceptable level of performance, based on multiple data sources of student learning including but not limited to attendance, discipline, grades, and standardized test scores, in English language arts and mathematics as it relates to the Louisiana Student Standards and documented on the report card.

Students in grades 1, 2, 4, and 5 who are to be promoted from a lower to a higher grade must demonstrate an acceptable level of performance, based on multiple data sources of student learning including but not limited to attendance, discipline, grades, and standardized test scores, in English language arts and mathematics as it relates to the Louisiana Student Standards and reflected through the report card. The School Building Level Committee (SBLC) will also consider the LEAP assessment results, where applicable, when determining placement and promotion of a student.

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.

If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources of student learning such as benchmark assessments, attendance, discipline, and grades from that school year to make a decision.

Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit promotion to fourth grade if a student scores at the lowest level of the literacy screener. This policy only applies to students in traditional public schools. Public charters are not included.

Students are given three opportunities to score above well below.

- EOY benchmark in April
- Second opportunity at end of May
- Third opportunity after optional summer learning opportunity

Further, if LEAP scores are not available, the school shall work with the parent or legal custodian to consider all available evidence of student learning to determine if an individual academic support plan was in place upon initial screening and followed, particularly to literacy.

Promotion of students in grades 6 and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

Students in grades 6 and 7 who are to be promoted to the next grade level must demonstrate an acceptable level of performance, based on multiple data sources of student learning including but not limited to attendance, discipline, grades, and standardized test scores, in English language arts, mathematics, and either social studies or science as it relates to the Louisiana Student Standards and reflected through the report card. The SBLC will also consider the LEAP assessment results when determining placement and promotion of a student.

Students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level may be placed in the higher grade if approved by the SBLC. Appeals of the SBLC decision must be presented to the Secondary Instructional Supervisor.

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.

The Claiborne Parish School Board shall conduct a credit recovery program designed to allow students an opportunity to earn high school credit for courses they have failed in the past. The program shall be intended to help students by delivering educational services in a flexible, time-efficient manner in order to help them succeed academically and ultimately graduate.

Credit recovery courses shall be aligned with Board of Elementary and Secondary Education (BESE) approved statewide course content standards for required subjects. Credit recovery courses taught in a classroom setting using computer software programs designed for credit recovery must be facilitated by qualified personnel. Additional instruction to cover standards and grade-level

expectations not included in the software programs shall be provided by trained personnel.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Students shall not be required to meet minimum attendance requirements for credit recovery courses, provided students have met attendance requirements when they took the course previously or the students' combined attendance during the previous course and the credit recovery course meet the necessary attendance requirements.

V. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

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

Requirements for transfer students seeking to enroll in grade 5 or grade 9 and students enrolling in grades 4 and 8 during the Spring semester who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.

1. A fourth or eighth-grade student who transfers to a Louisiana public school must take and pass either the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests or the LEAP 2025 state placement test prior to enrollment in grades five or nine.
2. Grade placement determinations for students who transfer from out of state, nonpublic or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and mathematics test, shall be referred to the SBLC.

Students returning to Claiborne Parish Schools from **home study** will be tested using DIBELS screening and other district required screeners and diagnostic tests for the appropriate grade levels. The results of these tests and any other applicable standardized test scores will be used to determine grade placement along with student age.

Other elementary grades will be given credit for work completed or promotional decisions according to the records received from the former school(s). A student transferred from an **in-state-approved school, public or nonpublic**, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. Students seeking high school credit will be given equivalency tests when available. Subjects for which Claiborne Parish has no access to an equivalency test will not be awarded credit and must be retaken by the transferring student.

A transfer student who seeks to enroll in Claiborne Parish Schools, all grade levels, may be administered a locally or State developed placement test. Grade placement decisions and Carnegie Units awarded will be determined by a grade level Instructional Supervisor and Accountability and Assessment Supervisor after review of placement test scores, report cards, transcripts, and other documentation.

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.

For each student entering school in Claiborne Parish, a parent/guardian must complete a registration form that includes a Home Language Survey. If indicated, the data from this survey will be used by the district coordinator or English Language teacher. The coordinator or teacher would administer the assessment to determine if the child is deemed to be Limited English Proficient. If students are identified as Limited English Proficient, they will be provided language services which address their need for becoming fluent and literate in English. They will be provided instructional programs which foster their success in core content area subjects. Alternative methods and modifications of lessons may be provided as part of the language arts block.

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.

KARE (Kids Aspiring to Reach Excellence) Program

The goal of the KARE Program is to provide an individualized approach for high school students who have not experienced success personally, socially or academically in previous placements. Students enrolled in the KARE program will benefit from increased staff support and positive reinforcements. This program was adopted by the district as a way to offer students the opportunity to recover credits and/or earn a high school diploma while working at their own pace. Participating as a KARE student is strictly optional and done so only after the student has participated in a conference with a school

designee, their guardian, and a representative from the KARE program.

The Alternative Education Program

The program ensures that all Claiborne Parish school children have access to education services and supports that best meet the needs of the individual student. CPSB provides an alternative placement for its students who receive an extended out-of-school placement/suspension through disciplinary action. The intent of the program is to continue offering these students educational opportunities with the goal of returning to a traditional educational setting. This program is designed to improve the social and academic success of the students to keep pace with peers who remain in the traditional setting upon completion of the program.

XII. Due process related to student placement and promotion

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

A teacher, parent/guardian, or student shall have the right to present his/her own formal appeal or may designate a representative to appear with him/her at any level of the procedures listed below. The individual who chooses to have representation shall provide advance notice of such in writing to the Superintendent or his designee at the respective procedural level at least two days before the appeals hearing.

General Procedures

First level: Any individual who has a grievance/complaint regarding student placement shall discuss it with the principal first.

Second level: If the matter is not resolved as a result of the informal discussion, the individual may initiate a grievance, in writing, to his/her principal/supervisor within five school days, providing full details of his/her disagreement with the placement. The written grievance will be referred to the SBLC for review. The individual will be notified in writing of their decision.

Third level: If the individual would like to appeal the decision of the SBLC, the individual has no more than five school days after receipt of the decision to submit the appeal to the Superintendent. The appeal must be made in writing and must give details as to why the decision was unsatisfactory. The Superintendent shall give his/her decision in writing to the individual within ten school days.

Fourth level: If the appeal is not resolved, the individual may, no later than five school days after receipt of the superintendent's decision, request a review by the board. The request shall be made in writing through the Superintendent, who shall attach all documentation relating to the placement. The board shall review the placement and shall, at the option of the board, hold a hearing with the individual and render a decision in writing within 45 days of the receipt of the appeal. If the Claiborne Parish School decides not to hold a hearing, the individual shall be notified of this decision no later than 30 days after receipt of the appeal.

Rights of the Parents/Guardians of Disabled Students

- The Claiborne Parish School Board shall provide parents/guardians the opportunity to be involved in the educational process of their disabled child and ensure parents/guardians of their due process rights.
- Rights of the exceptional child, in addition to those stated above, are found in the procedural safeguards of Act 754, Sections 470 – 479.
- In the case of a student with a disability, the due process procedure must be consistent with those described in the approved individuals with Disabilities Education Act (IDEA) Part-B, LEA Application.

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*

LEA's Policy to ensure promotion and placement decisions are being implemented uniformly student promotion and/or placement decisions will be monitored to determine that the Claiborne Parish policies are being implemented uniformly throughout the parish. Locally, each SBLC will review placement decisions annually on each student in the regular classroom who is unable to meet the educational requirements. Placement of these students will be determined by the SBLC according to local and state policy affecting testing, promotion and placement. In addition, a review of promotion and/or placement can be initiated by the local board, superintendent, principal, teacher, and/or parent/guardian if there is a concern regarding the most appropriate placement.

Each K-8 student's progress in reading and math will be monitored by the classroom teacher, principal, and/or appropriate supervisors periodically. The student's progress will be determined through the administration of curriculum embedded assessments using Tier 1 High Quality Instructional Materials, standardized tests, and criterion-referenced tests, as well as other district approved screeners. A record of the student's progress will be recorded in the cumulative folder.

In grades 9-12, placement of students will be made after consideration of state laws which pertain to school entrance and attendance requirements, completion of required courses of study, and other applicable requirements contained in Bulletin 741, Handbook for School Administrators. Monitoring of all files containing information on student progress in high school will be conducted by the principal, designee, and/or appropriate supervisors each school year and/or when deemed necessary. For students with disabilities, an annual review will be made of the IEP to determine if the student should be placed in a regular instruction program. If school personnel or parents/guardians feel that a review is needed before the anniversary date, such review will be made. Policies will also apply to all transfer students and participants in home study courses.

Students will be eligible for these Dual Enrollment (DE) courses IF they meet the following requirements:

Students in grades 10 - 12 must have a 2.5 cumulative high school GPA prior to enrollment. They must also have an ACT composite score of 19 as well as subscores of 18 for English and 19 for

math. A student in grades 11 or 12 with exceptional grades can receive a recommendation from the school counselor if he or she does not meet the minimum ACT requirements. Students who wish to take dual enrollment courses in grade 9 must be enrolled in the Associate Degree Pathway. They must have Mastery or above on the 8th grade LEAP 2025 assessments in ELA and math.

***DE eligibility is also determined based on individual college admission requirements and program requirements. CPSB does NOT guarantee dual enrollment eligibility for circumstances beyond our control.

Early Graduation

Students wishing to obtain a high school diploma in less than 4 years must have a SBLC meeting that includes the principal and counselor by April of their second year in high school. Students must meet the Accelerator component of the school performance score (20+ on ACT and 6 DE hours, advanced jumpstart credential, or signed military acceptance letter) prior to graduation to be eligible. Students may use the following methods to earn Carnegie units and meet requirements:

- Obtain Carnegie units in grades 7 and 8 where offered
- Participate in the Dual Enrollment program through one of our local technical colleges, community colleges, or universities
- Participate in a CPSB sponsored online learning platform

XIV. LEA assurances and submission information

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

Claiborne Parish School Board

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

Date approved by local school board or governing authority:

10/9/25



Superintendent



Board President