PUPIL PROGRESSION PLAN

2026-2027

St. Tammany Parish Public Schools adhere to the equal opportunity provisions of federal and civil right laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability.

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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.

All students transferring into the first grade from another state and not meeting the requirements for kindergarten attendance but meeting the age requirements will be placed in 1st grade after a careful analysis of the DIBELS 8th assessment results, letters and sounds inventory, math assessment, and portfolio contents from the previous school, if applicable. Results will be analyzed by the School Building Level Committee (SBLC) to determine placement.

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 Requirements

The criterion for promotion to first grade for kindergarten students is based on satisfactory progress at the

end of the fourth grading period, as reported on the St. Tammany Parish Kindergarten Student Evaluation Report. Students showing not mastered/needs more time to master the standards on all available criteria will be referred to the School Building Level Committee (SBLC) to determine promotion or retention.

If a student in kindergarten receives an "N" (Needs Support/Not grasping stated standards) in reading, math, or language as indicated on the fourth grading period, the School Building Level Committee (SBLC) shall review available data pertaining to the student's reading, math, or language proficiency to determine promotion or retention. The reading, math, or language proficiency of the student shall be determined by using available data from informal teacher assessments portfolio, which includes a collection of the following: DIBELS assessment results three times per year, writing sample, word recognition test, reading series assessments, math assessment (EOY K assessment and/or Numeracy Assessment), spelling assessment, and any other pertinent information. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records.

First Grade Promotion Requirements

If a student in first grade receives an "F" (Unsatisfactory/Not grasping stated standards) in reading or math as indicated on the fourth grading period, the School Building Level Committee (SBLC) shall review available data pertaining to the student's reading or math proficiency to determine promotion or retention. The reading or math proficiency of the student shall be determined by using the informal teacher assessment portfolio, which includes a collection of the following: DIBELS assessment results three times per year, writing sample, word recognition test, reading series assessments, math assessment (benchmark assessments and/or Numeracy Assessment), spelling assessment, and any other pertinent information. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records.

Second Grade Promotion Requirements

To be promoted at the end of 2nd grade, a student shall pass the following:

Reading, Language Arts, **and** Math

and

One of these subjects: Science **or** Social Studies

Fourth Grade Promotion Requirements

To be promoted at the end of 4th grade, a student shall pass the following:

English Language Arts **and** Math

and

One of these subjects: Science **or** Social Studies

Fifth Grade Promotion Requirements

To be promoted at the end of 5th grade, a student shall pass the following:

English Language Arts **and** Math

and

One of these subjects: Science **or** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state-mandated assessments if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

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.

Third Grade Promotion Requirements

To be promoted at the end of 3rd grade, a student shall pass the following:

English Language Arts **and** Math

and

One of these subjects: Science **or** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state-mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

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.

Sixth Grade Promotion Requirements

To be promoted at the end of 6th grade, a student shall pass the following:

English Language Arts **and** Math

and

One of these subjects: Science **or** Social Studies

Seventh Grade Promotion Requirement

To be promoted at the end of 7th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state-mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

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

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;

    - the student had an overall 2.5 grade point average on a 4.0 scale;
    - the student had a minimum 92 percent attendance during the school year;
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
    - The student has attended a LEAP summer remediation program offered by the LEA.
- EL Waiver - English Learner (EL) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an EL student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
    - a physical illness or injury that is acute or catastrophic in nature;
    - a chronic physical condition that is in an acute phase
        - physical illness - appropriate documentation must include a 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.
    - court-ordered custody issues.
        - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

Eighth Grade Promotion Requirements

To be promoted at the end of 8th grade, a student shall pass the following:

English Language Arts, Math, Science, **and** Social Studies

Any student who will be sixteen (16) on or before September 30th will be placed on the high school campus.

NOTE: Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

NOTE: Students shall have participated in the state-mandated assessments, if enrolled at the time of the assessments.

NOTE: Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

NOTE: Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

NOTE: If a student in grade 8 fails the same subject for two consecutive years and is below Basic in the same subject, then the student is subject to intensive intervention.

In the event state test scores are not available to guide promotion/placement decisions, the School Building Level Committee (SBLC) will review a preponderance of evidence of student learning from the current school year to make a placement decision.

Transitional 9th Grade

Any first-time eighth-grade student who does not meet the passing standard set forth in BESE *Bulletin 1566*, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth-grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade-exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth-grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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.

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.

To ensure compliance with NCAA requirements, STPSB will facilitate the utilization of Imagine Learning Instructional Services to offer NCAA-approved courses for student athletes, with the associated costs billed to the parent(s)/guardian(s).

V. Individual Graduation Planning

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, career coach) 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.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

The district implements a coordinated career coaching model in which district career coaches, middle school counselors, and high school career coaches collaborate to provide career coaching for every student. Together, district and school personnel develop grade-appropriate activities that help students identify interests and connect those interests to high school courses, career pathways, and postsecondary opportunities.

Each fall, career coaches and counselors administer the first of two career readiness assessments to students in grades 6–8. A second assessment is administered in early spring. Assessment results guide student planning and support activities such as Future Focus Family Nights and the district's Career and College Expo.

Career readiness assessment results are used to identify related career pathways, high school courses, and postsecondary education and training opportunities. At least one career-related activity is documented annually in each student's Individual Graduation Plan (IGP). By the end of eighth grade, development of an Individual Graduation Plan (IGP) begins with support from families and appropriate school personnel.

VI. 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.

Transfer from Approved Public Schools within the State/Outside of Louisiana or LDOE-BESE Approved Nonpublic School

Grades K-8: Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be granted equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in the former school were completed in St. Tammany Parish Schools. After a careful analysis of the granted credit for work completed in the previous school, diagnostic testing or additional assessment in any subject matter for which credit is claimed may be administered to determine appropriate placement.

Grades 9-12: Transfers from school systems within the state but outside the district are subject to state requirements. A student shall be allowed equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by St. Tammany Parish if the work completed in the former school were completed in St. Tammany Parish Schools. Courses will be accepted at face value from a student entering from a state-approved or accredited high school. For rank-in-class determination, transfer grades will be weighted only in the subjects weighted in the district. Granting such equivalent credit will only be considered at the request of the student/family, and the student/family will be responsible for supplying all necessary documentation. Documentation shall include a properly certified transcript showing the student's record of attendance, achievement, immunization records, and the units of credit earned.

The principal will consider the recommendation and render a decision. The final determination of the equivalent credit will be made by the principal and may be reviewed by the Assistant Superintendent of Curriculum and Instruction. The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade.

Transfer from Non-Approved, Non-Accredited Schools or Home Study

Grades K-8: A student transferring from an unapproved or non-accredited public/nonpublic school or home study program will be administered diagnostic or proficiency testing in Reading or Math to determine appropriate placement.

The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade. The SBLC will consult with the Director of Curriculum & Instruction, or designee, before making a final decision.

Grades 9-12: A High School student who has been attending a non-approved program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Pursuant to Bulletin 741 §2314, the Louisiana Department of Education and the BESE Board are requiring students transferring from home study or non-accredited, non-approved private school seeking to earn a Carnegie unit credit in a course with a state-administered end-of-course exam to demonstrate proficiency on LEAP 2025 assessments (Bulletin 741 §2314 F). LEAP 2025 High School End-of-Course (EOC) exams are administered for English I, II; Algebra I, Geometry; Biology; U.S. History; Civics/Government. In order to receive the credit, the student must pass with an achievement level of at least Approaching Basic on the LEAP 2025. Pursuant to Bulletin 741 § 2314 H, students meeting the requirements for Carnegie credit based on proficiency, "P",

shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.

Students seeking to earn a Carnegie unit credit in a non-LEAP 2025 course must demonstrate proficiency on a state-approved district created exam aligned to state content standards. The following state-approved exams are available: English III; Algebra II; Financial Literacy; Pre-Calculus; World Geography; Civics/Government; World History; Physical Science; Chemistry; Physics; Environmental Science; and Algebra III (Bulletin 741 § 2314: D). In order to receive the credit, the student must earn at least 60% on the applicable state-approved district exam. The College-Level Examination Program (CLEP) exam will be used to demonstrate proficiency in Spanish I & II and French I & II. In order to receive the credit, the student must earn at least **50** on the CLEP exam. Pursuant to Bulletin 741 § 2314 H, students meeting the requirements for Carnegie credit based on proficiency, "P", shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript. Additionally, students seeking Carnegie unit credit, "P", for a course with a state-administered End-of-Course exam or a non- LEAP 2025 course must provide verification of one academic year of completed coursework. Students must provide the following documentation supporting mastery of coursework:

- Syllabus/Overview of Coursework with topics/standards covered
- Calendar of Scope and Sequence showing list of lessons, activities, assignments, assessments, projects, etc.
- Student's high school transcript or report card

A student has only one attempt to demonstrate proficiency on the LEAP 2025 or state-approved district created exam. The student should speak to the local administration or school counselor about the implications of receiving a "P", rather than a letter grade.

Transfer Students from Foreign Countries

Grades 9-12: The principal of any approved school receiving a student from a foreign school shall investigate carefully the student's official foreign transcript and the composition of the foreign school's instructional program. Upon the recommendation of the district Foreign Transcript Review Committee, the principal will determine student placement and/or credits.

VII. 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.

VIII. 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.

IX. 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.

X. Promotion and placement of 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 English Learner.
    - 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 English Learner student.
- English Learner (EL) 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 English Learner students for two years.
    - Ensure that no EL 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.

The decision regarding retention for any student population will primarily be based upon the student's inability to meet promotion criteria as outlined in this plan**.** Before the retention of any EL, the School Building Level Committee (SBLC) must convene for a review. The review is based on the EL's academic proficiency. Documentation must be provided showing comprehensible instruction appropriate for his/her level of English proficiency. The instruction must be equal in time, amount, scope and sequence as provided to non-ELs. The School Building Level Committee (SBLC), by majority decision and with parental input, may retain the EL in his/her current grade. In summary, grading of ELs must reflect what the students know and are able to do at their level of English language proficiency.

Before the retention of any student with a disability, the Individual Education Plan (IEP) Team must convene for a review.

In considering the educational placement of each exceptional child (disabled, talented, or gifted), the IEP (Individual Educational Program) /IAP (Individual Academic Plan) Committee participants shall ensure that the placement is based upon the IEP/IAP and made in conformity with Louisiana State Department of Education *Bulletin 1706*, and other state guidelines.

XI. 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.

XII. 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.

St. Tammany Parish Public Schools will consider alternatives to student regular placement after a careful review of student data by the School Building Level Committee (SBLC) or the Individual Education Plan (IEP) Team to determine what is in the best interest of the student. Factors of consideration include, but are not limited to, age, safety, academic and discipline records. Parental notification and consultation will take place in each instance. Programs include:

A3 Virtual Program

a3 Virtual Program is a non-traditional, online program of study that utilizes technology to support teaching and learning in a virtual environment.

Eligibility:

Students in grades 9-12 may enroll in A3 Virtual Program courses for credit recovery following consultation with the school administrator and a documented review of eligibility. Enrollment is limited to district-approved courses.

Due to program capacity, students in grades 9–11 may enroll in A3 Virtual Program courses for new credit **only** under the following limited circumstances:

1. The student transfers into the district during an active grading period from a school that does not operate on a block schedule. In this circumstance, no course fee shall be assessed to the parent(s)/guardian(s).

2. The student enrolls in Health as a new credit. Associated course costs shall be billed to the parent(s)/guardian(s).

Students in grade 12 may enroll in credit recovery or new credit courses when enrollment is necessary to meet graduation requirements. All associated course costs shall be billed to the parent(s)/guardian(s).

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by Imagine Learning and aligned to Louisiana State Standards and STPSB course scope and sequence. Certified teachers monitor student progress and are available via email, telephone, online discussion.

Promotion: Final grades are issued upon completion of all course requirements.

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in St. Tammany Parish Public Schools, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval.

Eligibility: Parents seeking homebound services for a student should request an application from the student's school. IEP or SBLC team will review parent request, medical information, and other supporting documents. The Student Services Coordinator must approve these services.

Project BELIEVE

Project BELIEVE is an alternative program for students who have been recommended for expulsion from school in grades 4 – 11. A student who attends this program must remain for a minimum of 45 days as they explore what dignity, integrity, respect, and confidence means.

Eligibility: Students in grades 4 – 11 who are recommended for expulsion from a public school in St. Tammany are considered by the Superintendent for assignment to the program.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Imagine Learning Instructional Services for grades 4 – 11. Certified teachers monitor student progress and are available via email, telephone, online discussion and face- to-face meetings. Moodle and/or Google Classroom are the learning platforms that frame the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students return to their original school campus upon successful completion of the two levels.

Project TEAM

Project TEAM is an alternative program for students who have been expelled from school in grades K-12 and who have been recommended by the Superintendent. A student who attends this school must stay until the expulsion period is satisfied.

Eligibility: Students in grades K-12 who are expelled from a public school in St. Tammany are considered by the Superintendent for assignment for the Project TEAM program.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Imagine Learning Instructional Services. Certified teachers monitor student progress and are available via email, telephone, online discussion and face- to-face meetings. Moodle and/or Google Classroom are the learning platforms that frame the electronic courses while incorporating the St. Tammany Parish Guaranteed Curriculum.

Promotion: Students will be considered for promotion based upon the Pupil Progression Plan. Students in grades 9-12 are eligible to earn Carnegie units. Students will be classified based on credit hours earned as provided for in the Pupil Progression Plan.

XIII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Each principal shall annually certify that he/she has monitored the promotion and placement decisions made for his/her students in compliance with the policies of the Louisiana Department of Education and St. Tammany Parish Public School System.

The School Building Level Committee's (SBLC) function is to convene and consider all appropriate material that relates to the student's class work and using the criteria in place as described in the LEA's Pupil Progression Plan in order to determine appropriate placement. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention.

A request for a change or reconsideration of decisions relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The principal will consider the request or refer the matter to the School Building Level Committee (SBLC) when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Assistant Superintendent or his/her designee. The Assistant Superintendent of Curriculum and Instruction will make a recommendation to the Superintendent who will make a final decision. Such requests must be submitted in writing and contain evidence to be considered.

In the case of the student with a disability, the due process procedures are consistent with those described in the approved Individuals with Disabilities Act (IDEA) Part B, LEA Application.

XIV. 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.

Each principal shall annually certify that he/she has monitored the promotion and placement decisions made for his/her students in compliance with the policies of the Louisiana Department of Education and St. Tammany Parish Public School System.

The School Building Level Committee's (SBLC) function is to convene and consider all appropriate material that relates to the student's class work and using the criteria in place as described in the LEA's Pupil Progression Plan in order to determine appropriate placement. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention. An exceptional promotion as determined by the SBLC on a case by case basis may be considered **where allowed by BESE policy** only under any one or more of the following circumstances:

- if the student has been in the grade for two years
- if the student is two years above his age group and has been enrolled one full year in each preceding elementary grade

- exceptions as allowed by the state-mandated assessment accountability guidelines. (Exceptions for 4th and 8th Grade Students.)

A student may be retained for academic purposes in grades K-2 once and will not be retained more than one additional time in Grades 3-5 and once in Grades 6-8. The maximum number of retentions for academic reasons in Grades K-8 will not exceed three.

In rare and extreme cases, as allowed by law, the SBLC may recommend to the principal that a child with other extenuating conditions be promoted. If the promotion involves moving from one school to another, the principals or their designees must communicate. Following this communication and review of the case, consultation will be held with the parents, and a final recommendation will be made. In cases where agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.

The "skipping" of elementary grades generally is not advocated; however, it is permissible where extreme academic ability has been demonstrated, and advancement will not impair a student's social/emotional well-being. The request to consider grade skipping should be submitted to the principal from the parent or teacher. The School Building Level Committee (SBLC) will act upon the following request based on the following criteria:

- The student being considered shall have been previously evaluated and qualifies as gifted per Bulletin 1508 as well as obtaining a score of 2 standard deviations above the mean in the area being considered for acceleration.
- The committee shall utilize course grades, scores from appropriate standardized tests, teacher/parent/student input, attendance history, and any other pertinent information which may help determine appropriate placement.

If the grade skipping being considered involves a move from one school to another, both principals or their designees must communicate prior to the final decision. Following this review, consultations will be held between the principal, teacher(s), and parents, and a final recommendation made and forwarded to the Superintendent for approval.

In cases where an agreement cannot be reached, the Assistant Superintendent of Curriculum and Instruction will review all data and make a recommendation to the Superintendent for final approval.

Students progress through high school by acquiring the appropriate number of Carnegie Units for each grade level. Secondary students are encouraged to enter the Honors, Advanced Placement, or Dual Enrollment classes.

Promotion in grades 9-12 is made on the basis of earned Carnegie course credit in the regular program of studies and on the number of years in high school. Carnegie Course credits earned for each school year are totaled, and grade placement for regular education students and students with disabilities pursuing a high school diploma is determined according to the following:

- Classification in grade 9 (freshman) is accomplished when a student meets the promotional requirements for grade 8.

Grade classification in St. Tammany Parish Public Schools is determined by years enrolled in high school and Carnegie credits accumulated. Students will only be classified for a particular grade if they meet the requirements of both tables below for that grade:

YEARS ENROLLED IN HIGH SCHOOL FOR GRADE CLASSIFICATION	
GRADE	**MINIMUM YEARS ENROLLED**
9	N/A
10	1
11	2
12	3

ACCUMULATED CARNEGIE CREDITS FOR GRADE CLASSIFICATIONS	
GRADE	**CREDITS REQUIRED**
9	<5
10	5
11	11
12	17

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

1. A specific number of required Carnegie credits, as described in Bulletin 741, at each grade level, in combination with elective credits earned by the student during the regular school session, will be counted in determining students' eligibility for promotion.
2. Credits earned in St. Tammany Parish Summer School or A3 Virtual Academy may be used to make up deficiencies. Although the high school student may earn Carnegie credit via summer school or the A3 Virtual Academy for a course s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average.
3. Courses that adhere to the Louisiana State Course Content Standards or grade level expectations (GLEs) can be accepted when such earned credit is accompanied with proper verification from the approved, accredited course provider.
4. Proficiency credit can be earned for Financial Literacy as an elective credit prior to attempting seat time, and reached the same or a higher degree of proficiency as that of a student who has successfully completed an equivalent Financial Literacy course at a regular high school. Carnegie credit awarded will be added to the student's transcript using a "P" indicating the student passed the proficiency exam, scoring **60%** or higher. The assigned grade will not be included in the student's GPA. The student should speak to the local administration or school counselor about the implications of receiving a "P", rather than a letter grade. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.

Students seeking early graduation shall remain classified in their current grade level until all state graduation requirements have been officially verified as complete.

Amended or short-day schedules shall not be granted except pursuant to an Individualized Education Program (IEP) team decision or when a graduating senior meets the eligibility criteria for participation in a short-day schedule as outlined in this Pupil Progression Plan.

NOTE: If a student wishes to graduate in less than four (4) years, a parent must make a formal request, in writing, for early graduation. Upon review by the principal, in consultation with the designated secondary supervisor, the principal will approve the early graduation plan, ensuring the completion of all high school graduation requirements.

Grading Policy – All Grades

All grades must be submitted in the electronic gradebook within seven working days of being administered. Pretests/Readiness Assessments shall not count as one of the required gradebook assignments.

Grading Policy – KINDERGARTEN

The Kindergarten Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents on a frequent basis. All assessments shall be fair and reasonable as determined by the school principal or designee. The evaluation key to be used on the Kindergarten Student Evaluation Report Card is as follows:

Grade Level: Kindergarten	
Report by Letter Grade: O, S, and N Reading Language Arts Mathematics	**Report by Letter Grade: O, S, and N** Conduct Art Health and Physical Education Music

(Only letter grades shall be recorded in the grade book and on the report card.)
O - Exceeding progress toward mastery of the standard
S - Satisfactory progress toward mastery of the standard
N - Not mastered/Needs more time to master the standard

There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Emphasis will be placed on regular communication with parents through formal and informal conferences. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, language, speaking, and listening, to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. A district letter is sent home explaining the report card process at the end of the first quarter. Report cards are available in JCAMPUS at the conclusion of the second quarter. Each teacher is to be responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP) or on an Individual Education Plan (IEP). The letter grades (O, S, and N) for each grading period shall be averaged and recorded on the report card. There will be no overall end-of-the-year final grade recorded on the report card.

Students shall be promoted if they show satisfactory progress at the end of the 4th quarter grading period. Students showing Not Mastered/Needs more time to master the standards on all available criteria will be referred to the SBLC to determine promotion or retention. There shall be no Honor Roll.

Grading Policy - GRADE 1

The First Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents on a frequent basis. The evaluation key to be used on the First Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 1	
Report by Letter Grade: A, B, C, D, or F	**Report by Letter Grade: O, S, N, and U**
Reading	Conduct
Language Arts	Art
Mathematics	Health and Physical Education
Science	Music
Social Studies	

(Only letter grades shall be recorded in the grade book and on the report card.)

O - Outstanding/Meets or exceeds stated goals
S - Satisfactory/Meets stated goals
N - Needs Support/Progressing toward stated goals
U - Unsatisfactory/Not grasping stated goals

There shall be a minimum of six assessments for each student in Reading, Language Arts, and Math and a minimum of five assessments for each student in Science and five in Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of

the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to, writing in response to text, grammar, and spelling to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will be given based on these accommodations. These modifications must be documented on an Individual Program Plan (IPP), an Individual Education Plan (IEP), an Individual Accommodation Plan (IAP), or an English Learner (EL) Accommodation Checklist.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged and recorded on the report card. There will be no overall end-of-the-year final grade recorded on the report card. Conduct shall be considered separately and denoted accordingly on the report card. There shall be no Honor Roll.

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Grading Policy - GRADE 2

The Second Grade Student Evaluation Report will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work and assessments shall be accumulated and shared with parents on a frequent basis. The evaluation key to be used on the Second Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 2	
Report by Letter Grade: A, B, C, D, or F	**Report by Letter Grade: O, S, N, and U**
Reading Language Arts Mathematics Science Social Studies	Conduct Art Health and Physical Education Music Conduct shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

O - Outstanding/Meets or exceeds stated goals
S - Satisfactory/Meets stated goals
N - Needs Support/Progressing toward stated goals
U - Unsatisfactory/Not grasping stated goals

There shall be a minimum of six assessments for each student in Reading, Language Arts, and Math and a minimum of five assessments for each student in Science and five in Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine-week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes,

chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to writing in response to text, grammar, and spelling, to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an English Learner (EL) Accommodation Checklist. At the close of the fourth quarter grading period, report cards will be available in JCAMPUS.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end- of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00. Any average less than 1.0 shall receive an "F" for the end-of-the-year letter grade. There shall be no Honor Roll.

Grading Policy – GRADE 3

The Third Grade Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. Student work shall be accumulated and shared with parents. The evaluation key to be used on the Third Grade Student Evaluation Report Card is as follows:

Grade Level: Grade 3	
Report by Letter Grade: A, B, C, D, or F English Language Arts Mathematics Science Science Social Studies	**Report by Letter Grade: O, S, N, and U** Conduct Art Health and Physical Education Music Conduct shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

O - Outstanding/Meets or exceeds stated goals

S - Satisfactory/Meets stated goals
N - Needs Support/Progressing toward stated goals
U - Unsatisfactory/Not grasping stated goals

There shall be a minimum of nine assessments for each student in English Language Arts and Mathematics and a minimum of six assessments for each student in Science and Social Studies during the grading period. There shall be a minimum of one overall grade in Art, Health and Physical Education, and Music assigned to reflect student involvement and the natural progression of learning each nine- week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.
Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to writing in response to text, grammar, and spelling, to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an English Learner (EL) Accommodation Checklist. At the close of the fourth quarter grading period, report cards will be available in JCAMPUS.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end- of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order

for a student to pass a subject, he/she must have at least a 1.00. Any average less than 1.0 shall receive an "F" for the end-of-the-year letter grade. There shall be no Honor Roll.

Grading Policy - GRADES 4-6

The Fourth, Fifth, and Sixth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The evaluation key to be used on the Fourth Grade, Fifth Grade, and Sixth Grade Student Evaluation Report Card is as follows:

Grade Levels: Grade 4, Grade 5, and Grade 6	
Report by Letter Grade: A, B, C, D, or F English Language Arts Mathematics Science Social Studies 6th grade electives that are taught 50 minutes per day during the entire school year	**Report by Letter Grade: O, S, N, and U** Art Foreign Language Health and Physical Education Music Conduct These subjects shall not affect the quarterly or final grade point average.

(Only letter grades shall be recorded in the grade book and on the report card.)

O - Outstanding/Meets or exceeds stated goals
S - Satisfactory/Meets stated goals
N - Needs Support/Progressing toward stated goals
U - Unsatisfactory/Not grasping stated goals

There shall be a minimum of nine assessments for each student during the 9 week grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or the fractional equivalent of the shortened or lengthened grading period. When a grade of "U" occurs on a report card, a parent conference shall be requested. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities. Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to writing in response to text, grammar, spelling, and handwriting, to formulate the comprehensive language grade for the report card. The teacher is responsible for completing report cards. Each teacher is responsible for marking conduct. There may be supplementary remarks added to the elementary report card as determined by the school. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an English Learner (EL) Accommodation Checklist. At the close of the fourth quarter grading period, report cards will be available in JCAMPUS.

The letter grades (A=4, B=3, C=2, D=1, and F=0) for each grading period shall be averaged for the end- of-the-year final grade and recorded on the report card.

IMPORTANT NOTE: Averages of .5 - .9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00.
The subjects scored with O, S, N, and U shall not affect the quarterly or final grade point average.

Honor Roll – There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a "D" or "F" in any subject.

A school may report a straight "A" Honor Roll at the end of the year. To be listed on the straight "A" Honor Roll, a student must have made all A's on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

Grading Policy - GRADES 7-8

The Seventh and Eighth Grades Student Evaluation Reports will reflect student progress towards mastery of course content standards in all subject areas in that grade. The grading scale shall be used for all courses and subjects. The evaluation key to be used on the Seventh Grade and Eighth Grade Student Evaluation Report Card is as follows:

Grade Levels: Grade 7 and Grade 8	
Report by Numeric Grade	**Report by Letter Grade: O, S, N, and U**
English Language Arts	Conduct
Mathematics	**O** - Outstanding
Science Social Studies	**S** - Satisfactory
Health and Physical Education	**N** - Needs Support
All other course electives	**U -** Unsatisfactory

(Only numerical grades shall be recorded in the grade book.)

There shall be a minimum of nine assessments for each student during the 9 week grading period. Due to

unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or the fractional equivalent of the shortened or lengthened grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.

Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.

Teachers shall communicate, in writing, their grading practices and homework guidelines to students and parents at the beginning of the school year and to new students when they enter the class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Teachers shall utilize a compilation of integrated assessments, including but not limited to writing in response to text, grammar, and spelling, to formulate the comprehensive English Language Arts grade for the report card. Spelling shall count for <u>no more</u> than 10% of that combined grade. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an English Learner (EL) Accommodation Checklist.

Junior high students enrolled in a Carnegie credit course will follow the District Exam Schedule and grading requirements.

Student conduct shall not be considered when computing the quarterly grade. Conduct shall be graded as O, S, N, or U. Conduct is not a subject.

For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card. The numerical grades for each quarter shall be averaged for the yearly grade and recorded on the report

card along with the corresponding letter grade.

IMPORTANT NOTE: All numerical grades of .5 - .9 shall be rounded up to the next highest numeral, including the grade of 59.5.

Honor Roll – There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a "D" or "F" in any subject.

Only letter grade equivalents (A=4, B=3, C=2, D=1, and F=0) shall be used to compute the Honor Roll.
There shall be no rounding of grades to compute Honor Roll.
Example 1: A student with a 2.9 GPA would not be placed on the 3.0 Honor Roll. *Example 2*: A student with a 3.4 GPA would not be placed on the 3.5 Honor Roll. *Example 3*: A student with a 3.9 GPA would not be placed on the 4.0 Honor Roll.

A school may report a straight "A" Honor Roll at the end of the year. To be listed on the straight "A" Honor Roll, a student must have made all A's on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

Extracurricular Academic Eligibility

For 7-8 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. Students in grades 7 and 8 will have academic eligibility determined on a quarterly basis. Students in grades 7 and 8 must pass five (5) subjects and earn a GPA of 1.5 or greater for the previous quarter. All other eligibility requirements for other activities are at the discretion of the school. The school shall disseminate these requirements to students and parents. A student's GPA cannot be rounded.

High School Credit at the Junior High

Junior High schools can offer courses for Carnegie credit. Courses offered include Spanish I, French I, Family and Consumer Science, Reading, Agriculture I, Art I, Piano, Orchestra, General Technology Education, Quest for Success, Introduction to Computer Business Applications, and Band. Offerings will be based upon the students' schedule requests, secondary certified staff, and the availability of resources at the Junior High site. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.
A student in 7th and 8th grade will receive an extra quality point for an A, B, or C in an honors course for Carnegie credit from the designated course list meeting the criteria outlined in Bulletin 741 §2323. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student's overall GPA.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Algebra I Credit for Students at the Junior High Level

With a minimum score of 75 on the rubric, the student will be enrolled in Acceleration to Algebra I as a 7th grader. The accelerated student shall successfully complete the 7th/8th Blended math curriculum to be enrolled in Algebra I the following school year. To receive Carnegie credit in Algebra I, a student must pass the course and must take the End-of-Course Test for Algebra I. The results for the End-of-Course Test will count for the final exam and 20% of the fourth quarterly grade. Students meeting the criteria to receive Carnegie credit at the junior high school shall receive a letter grade to be placed on their high school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Geometry Credit for Students at the Junior High Level

To be eligible to enroll in geometry, a student shall have earned Algebra I credit. If a junior high school plans to provide students the opportunity to earn Geometry credit, the principal shall request authorization from the Assistant Superintendent of Curriculum and Instruction. The teacher providing the course instruction shall be certified to teach geometry. The student must take the End-of-Course Test for Geometry. The results of the End-of-Course Test will count for the final exam and 20% of the fourth quarterly grade.

Students meeting all criteria to receive Carnegie credit shall receive a letter grade on their high school transcripts. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Foreign Language Credit at the 8th Grade Level

To earn high school credit for Spanish I or French I at the junior high level, a student must meet all criteria to receive Carnegie credit. The student shall receive a letter grade on his/her high school transcript. The average of the first and second quarterly grades will become the first semester grade. The average of the third and fourth quarterly grades will become the second semester grade.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

University Credit at the Junior High Level

Students may earn a Carnegie credit from a university under the following circumstances:

- Be recognized and recommended to participate in university summer programs
- Receives permission from the Junior High Principal prior to beginning the course
- Receive a grade equivalent of a B or higher in the coursework
- Provide an official transcript/official documentation of completed coursework to the junior high school principal where the student is enrolled before the opening of the next school year
- Schedule a local credit exam for the appropriate course with the designated testing agent before

the opening of the next school year and receive a passing grade on the test

When principals of junior high schools receive an official transcript from students as outlined above and also receive the results of the credit exam from the designated testing agent, they will inform in a written format the awarding of a Carnegie unit to the Assistant Superintendent of Curriculum and Instruction and to the high school principal. Students meeting all criteria to receive Carnegie credit shall receive a "P" grade with no quality points on their high school transcripts.

Credits earned prior to 9th grade will not be considered in calculations for high school class rank-in-class and graduation honors (cum laude, etc.).

Summer School Credit for Grades 1 – 8

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade. A student is allowed to enroll in only one course for a fee. The school system reserves the right to cancel any class in which there is insufficient student enrollment for a course. The summer school grade shall not replace the grade earned during the regular school year.

Grading Policy - GRADES 9-12

The grading scale shall be used for all courses and subjects, except the designated weighted courses. In non-weighted classes, the following quality points will be assigned to the letter grade: "A" = 4, "B" = 3, "C" = 2, "D" =1, and "F" = 0. In the designated weighted courses, the following quality points will be assigned to the letter grade: "A" = 5, "B" = 4, "C" = 3, "D" = 1, and "F" = 0. The numerical grade and letter equivalent will be recorded on the report card. There shall be a minimum of fourteen assessments for each student during the grading period.

Assessment is 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.

Summative assessments are assessments *of* learning and should take place after the learning has taken place. The goal of summative assessment is to *evaluate student learning* at the end of instruction. Summative grades are typically graded for correctness. Examples of summative grades include quizzes, chapter tests, other tests, essays, labs, research papers, presentations, and projects.
Formative assessments should be assessments *for* learning and should take place while learning is taking place. The goal of formative assessment is to *monitor student learning* during instruction. Formative grades typically have low or no point value. Examples of formative assessments include quizzes (not for correctness, but to gauge students' understanding), homework, warm-ups, pre-tests, exit tickets/surveys, and cooperative learning activities.

Consequently, *all* student grades should reflect academic progress toward student mastery of established course content standards. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations, and anecdotal records. All assessments shall be fair and reasonable as determined by the principal or designee.
Student conduct shall not be considered when computing the quarterly grade.

Each assessment shall be worth no more than 10% of the grading period, and homework shall be worth no more than 10% of the grading period. Only final exams will be administered. The final exam shall count 15% of the final grade. There will be no exemptions from final exams except as outlined elsewhere in this

document. All students enrolled in a subject where the State has developed an End-of-Course test must take the test during the time frame as identified by the State. The End-of-Course test results must be counted as the final exam for the course, counting 15% of the final grade.

Teachers shall communicate, in writing, their grading practices, performance standards, and homework requirements to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Each teacher shall note on the report card, following parish procedures, student grades earned with documented modifications. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), or an English Learners (EL) Accommodation Checklist. All assessments shall be fair and reasonable as determined by the principal or designee.
For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. Grades for makeup work may take longer than normal to record. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card.

All numerical grades of .5-.9 shall be rounded up to the next highest numeral including the grade of 59.5.

Honor Roll - There shall be an Honor Roll for each grading period.

- A minimum of 3.0 GPA is required for the 3.0 Honor Roll.
-
- A minimum of 3.5 GPA is required for the 3.5 Honor Roll.
- A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a "D" or "F" in any subject. Conduct is not a subject. In non-weighted courses, letter grade equivalents "A" = 4, "B" = 3, "C" = 2 shall be used to compute the Honor Roll. In weighted courses letter grade equivalents "A" = 5, "B" = 4, "C" = 3 shall be used to compute the Honor Roll.

There shall be no rounding of grades to compute the Honor Roll.
Example 1: A student with a 2.9 GPA would not be placed on the Honor Roll. *Example 2:* A student with a 3.4 GPA would be placed on the 3.0 Honor Roll. *Example 3:* A student with a 3.9 GPA would be placed on the 3.5 Honor Roll.

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits.

Grade Point Average

A student's overall GPA is based on final grades. All courses attempted, including credit earned prior to the 9th grade, courses failed, and duplicate credit, shall be used to calculate GPA. A grade point average shall not be rounded off. A grade point average is defined as an average of all subjects, where A" = 4, "B" = 3, "C" = 2, "D" =1, and "F" = 0.

Extracurricular Academic Eligibility

For 9-12 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. According to LHSAA, a student in high school must earn at least six (6) units with a "C" average from the previous year to be eligible for the first semester of the school year. To be eligible for the second semester of the school year, a student must enroll in and successfully pass the number of courses which will allow him/her to earn a minimum of

3 Carnegie credits for the first semester. According to LHSAA policy senior must be enrolled in a minimum of courses which will earn him/her 2 Carnegie units per semester in order to be eligible to compete. Schools Seniors who have accumulated 20 or more units must take the number of courses which will allow them to earn 2 Carnegie units per semester. None of the courses taken shall be subjects/units that the student had previously taken and passed. For grades 9 – 12, all other eligibility requirements for other activities are at the discretion of the school principal. The school shall disseminate these requirements to students and parents.

"A" Average = 3.5 and Above
"B" Average = 2.5 – 3.4999
"C" Average = 1.5 – 2.4999
"D" Average = 1.0 – 1.4999
"F" Average = Below 0.9999

A "P" has no numerical value in calculating the grade point average of a high school student. NCAA will convert a "P" to a "D" with 1 quality point in the GPA to establish College athletic eligibility. Carnegie credit earned in the 8th grade will not be considered by the NCAA.

Weighted Grades - Local Policy

A student will receive an extra quality point for an A, B, or C earned in gifted, honors, dual enrollment, and advanced placement courses listed on the designated course list. The extra quality point assigned to an A, B, or C in a designated course will not be retroactive.

Grading Scale for Advanced Coursework		
Grade	**Percentage**	**Quality Points**
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

A student receiving an extra quality point for an A, B, or C earned in an honors courses listed in the local designated course list must meet the criteria outlined in Bulletin 741 §2323:

Honors Course
English I, II, III, IV,
English Composition I, II

Additional Coursework
Students shall complete an additional unit of instruction beyond the regular course. The unit of instruction shall include additional grade-level, complex texts and related writing and research tasks.

Algebra I, Geometry, Algebra II, Algebra III, Probability and Statistics, Pre-Calculus, Calculus	Students shall complete an additional unit of instruction beyond the regular course. i. The unit of instruction shall exemplify the following shifts identified in the math standards: (a). focus; (b). coherence; (c). rigor–conceptual understanding, procedural skill and fluency, and application. ii. All standards marked with a "+" from the specified course domain of the high school standards must be included in the course. iii. Students must design and implement a research project requiring mathematical modeling.
Physical Science, Biology, Biology II, Chemistry, Chemistry II, Physics, Anatomy and Physiology, Environmental Science	Students shall complete two additional labs beyond the regular course.
World Geography, Civics or US Government, US History, Psychology, European History, World History	Students shall complete two additional research projects beyond the regular course resulting in a written or performance-based product (e.g. formal debate, delivery of a speech, etc.).

7th and 8th grade students who earn an A, B, or C in a Carnegie credit course from the designated course list will earn an extra quality point. The following conditions will apply:

- Credits completed at the 7th and 8th grade level will be added to the high school transcript upon enrollment in the 9th grade at a St. Tammany Parish high school.
- The course title, year taken, grade, and unit of credit earned shall be entered on the Certificate of High School Credits (transcript).
- The extra quality point earned in a Carnegie credit course from the designated course list will be applied to the student's overall GPA.

Designated Course List

Course	Honors	Gifted	Advanced Placement	Dual Enrollment
English I	*	*		
English II	*	*		
English III	*	*	*	*
English IV	*	*	*	*
English Composition I	*			*
English Composition II	*			*
Algebra I	*	*		
Geometry	*	*		
Algebra II	*	*		
Probability & Statistics	*		*	*
Algebra III	*			*
Pre-Calculus	*	*	*	*
Calculus	*	*		*
Calculus AB			*	
Calculus BC			*	
Physical Science	*	*		*
Biology	*	*		*
Chemistry	*	*		*
Physics	*	*		*
Biology II	*	*	*	*
Anatomy & Physiology	*			
Chemistry II	*	*	*	*
Physics I, II			*	
Physics C (E & M)			*	
Physics C (Mechanics)			*	
Environmental Science	*	*	*	*
World Geography	*	*	*	*
Economics			*	*
Civics or US Government	*	*	*	*
US History	*	*	*	*
Psychology	*		*	*
European History	*		*	
World History	*	*	*	*
Sociology				*

Minimum Number of Classes for a Graduating Senior

Fourth-year graduating seniors who have met the following criteria, demonstrating graduation benchmarks and postsecondary readiness, may elect to enroll in only 2 or 3 periods on a short-day schedule. Students must complete at least one of those enrolled courses on a campus each semester.

The student has met the following:

- The student does not have excessive tardies or absences resulting in disciplinary action or seat time.
- The student has satisfied all LEAP testing requirements for graduation.
- Earned an ACT composite score of 20 or higher, SAT of 1040, *OR* WorkKeys level of Gold or higher, *OR* scored 59% or higher on the ASVAB, AND
- Met at least one component of the LDOE College, Career, or Service Accelerator:

College Accelerators

- Scheduled to earn 6 academic TOPS-aligned dual enrollment credits with a grade of C or higher; *OR*
- Earned a TOPS-aligned AP exam score of 3 or higher; *OR*
- Scored 25 or higher on ACT Math; *OR*
- Scored 26 or higher on ACT English; *OR*
- Meets another qualifying College Accelerator criterion as defined by the Louisiana Department of Education (LDOE);

OR

Career Accelerators

- Scheduled to earn a Basic Bundle of high-quality industry-based credentials; *OR*
- Scheduled to earn an Advanced Industry-Based Credential;

OR

Service Accelerators

- Received a signed Military Acceptance Letter; *OR*
- Received a U.S. Service Academy Acceptance.

All other fourth-year graduating seniors must enroll in four periods both semesters. Further, any fourth-year senior with fewer than four periods who does not remain in good standing in regards to attendance, academics, and discipline during the first semester will be required to enroll in four periods for the second semester. Rank-in-Class will be adversely affected by a short-day schedule.

Summer School Credit for Grades 9-12

High school students may enroll in summer school to earn Carnegie credit in order to graduate in four years, to remove a deficiency, or to improve grade point average by repeating a previous course. Students must have written authorization from the school principal to register for courses taken in summer school. Carnegie credit earned through summer school shall not carry a weighted designation. Although the high school student may earn Carnegie credit during summer school for a course s/he previously failed, both failing and passing grades are included on the high school transcript and in the computation for grade point average. Principals may request a new credit course for a senior graduating in the summer of their graduating school year. A maximum of one credit may be earned.

Senior Exemptions

If a senior has an “A” average in a course and 3 or fewer unexcused absences in the course for a semester, then exempt from the final exam.

If a senior has a "B" average in a course and 1 or fewer unexcused absences in the course for a semester, then exempt from the final exam.

Senior Final Exam Exemptions will not apply in dual-enrolled courses and online courses.

Rank-In-Class

Rank-in-Class will be based upon quality points a student completes in grades 9-12. Although a full-time high school student may complete more than 28 Carnegie credits, only 28 Carnegie credits will be applied toward a student's rank in class. Rank-in-Class is determined based upon:

- A student's best 28 Carnegie credits completed in grades 9-12. AND
- A student's best 16 weighted Carnegie courses from the designated course list completed in grades 9-12.

Consequently, the student who earns the most quality points will be ranked number one in the graduating class.

All St. Tammany Parish students shall attempt 4 credits each semester in the 9th, 10th, and 11th grades.

Students electing to take a short-day schedule in their senior year will negatively impact their rank in class. A student electing a short day in the senior year may earn fewer quality points than seniors taking 8 credit classes. Transfer grades will be weighted only in the subjects weighted in the district.

COMMENCEMENT RECOGNITION

Honor Graduates (GPA)

The following will be recognized at commencement: top students based on GPA in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

Best in Class (Rank-in-class)

The method of recognizing the top students based on quality points in a graduating class will be coordinated between the high schools and the secondary supervisors of instruction.

Accountability Outcomes

The method of recognizing the students based on accountability outcomes in a graduating class will be coordinated between the high schools and secondary supervisors of instruction.

Career Tech Excellence

The following will be recognized at commencement:

- Students who have completed an associate's degree or LCTCS technical diploma,
- Students who have completed at least two courses (not including universal electives) from a TOPS Tech pathway (regardless of diploma type), earned an advanced credential within that pathway, AND completed an internship or apprenticeship aligned to that pathway.

Foreign Exchange Visitor Program

The St. Tammany Parish School Board recognizes the importance and far-reaching effect of intercultural and international experiences that supplement classroom instruction. The Foreign Exchange Visitor Programs

promote and improve America's awareness and understanding of global cultures and issues allowing parish students the opportunity to be exposed on a personal basis to foreign cultures. Likewise, the foreign student is able to broaden his/her knowledge of American culture and language skills through active participation in family, school and community life. Any student from a foreign country, sponsored by a foreign exchange visitor program, who fulfills all eligibility requirements (Federal, State and local school regulations) including written approval of the Curriculum & Instruction supervisor, may attend a St. Tammany Parish public school at the discretion of the St. Tammany Parish School Board. Organizations and institutions sponsoring students for a school term must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program.

Foreign Exchange Sponsors

All sponsoring organizations shall supply the Curriculum & Instruction supervisor the name, address and telephone number of a local representative who lives within a 100-mile radius of the C. J. Schoen Administrative Complex and can be contacted in case of an emergency. This information must be included on the application form submitted to be reviewed between May 15 and July 15.

Foreign Exchange Student Requirements

- Any foreign exchange student listing a language other than English as a home, first or frequently used social language is to be screened for EL status and, if eligible for services, to be served accordingly;
- have appropriate medical insurance;
- be at least 17 prior to October 1st of the current school year, but not more than 19 at the time of registration;
- classify only as a sophomore as determined by evaluation of the student's application packet;
- present to the Curriculum & Instruction supervisor all necessary translated transcripts to be evaluated;
- follow all rules and regulations as outlined by the St. Tammany Parish School Board;
- reside with a host family;
- be enrolled for one full academic year beginning in August and ending in May**.**

Foreign Exchange Procedures for Admission

The sponsoring organization must apply prior to the application review period of May 15-July 15 and obtain written approval from the Curriculum & Instruction supervisor for admission of the student by August 1st prior to the fall enrollment period. The application shall include the student's health record, assurance of appropriate medical insurance coverage, English translation of academic records, a student biographical essay, a photo, and a written recommendation of home principal, including discipline records. The purpose of the Foreign exchange visitor program is to experience the American culture. A foreign exchange student will not participate in the commencement ceremonies due to not meeting the requirements for a diploma. It is the responsibility of the sponsoring agency to make all travel and accommodation agreements. It is also the agency's responsibility to resolve all conflicts that arise between the student and the host family and/or the school. All expenses, including school related ones, are the responsibility of the sponsoring agency and the students.

Foreign Exchange Student Employment

If exchange students are not permitted to take regular part-time jobs during their stay in the United States, they will not be issued work permits or be enrolled in cooperative programs.

Foreign Exchange Student Athletic Eligibility

Students will be governed by the Louisiana High School Athletic Association rules and regulations concerning participation in interscholastic athletic competition. Foreign exchange students will be eligible to participate only in the school district in which the host family resides.

Foreign Exchange Student Scheduling

After the Curriculum & Instruction supervisor evaluates the student's transcript and certifies sophomore placement, the school guidance counselor or other designated school official will interview the student and host family to learn as much as possible about the student's academic background, including necessary course clarification, competency, and fluency in English. Math, science and social studies classes are assigned by matching these courses as nearly as possible with the ones the student was taking previously.

DEFINITION OF TERMS

A. State Terms:

- **Acceleration:** advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include "gifted student" as identified according to Bulletin 1508.
- **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.
- **Alternative to Regular Placement:** placement of students in programs not required to address the state content standards.
- **Content Standards:** statements of what we expect students to know and be able to do in various content areas.
- **LEAP Summer Remediation Program:** a summer school program offered by the LEA for the specific purpose of preparing students to achieve proficiency in English language arts, mathematics, science, and/or social studies.
- **Louisiana Educational Assessment Program (LEAP):** the state's testing program that includes grades 3 through 10 in the core academic subjects of English language arts, mathematics, social studies and science.
- **Promotion**: a pupil's placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
- **Pupil Progression Plan**: the comprehensive plan developed and adopted by each local education agency which shall be based, in significant part, 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 BESE.
- **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, and acceleration.
- **Remedial Programs**: programs designed to assist students, including identified students with disabilities and English Learner (EL) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.
- **Remediation** – see Remedial Programs.
- **Retention**: non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in these Guidelines.

B. Local Terms:

- **Academically Able**: A student who scores at or above the 76th national percentile in the discipline area in question as measured by the adopted standardized achievement test. Student interest, grades, and teacher recommendation are considered at the school level as essential components for successful participation in courses designed for the "academically able." Students must be performing at least on grade level in the

discipline area in question in order to be considered for a program designed for the academically able.

- **Academically Able for Foreign Language**: A student is academically able for foreign language if recommended by the principal and the reading teacher and if he/she satisfies all of the following criteria:
- Scores a minimum of 75 percentile in reading on the norm-referenced test.
- Has a B average in Language Arts or higher.
- Has demonstrated interest in learning foreign language.

  Parents of the academically able will be notified of the subject area omission in grades 4-8. Students in grades 4-8 who do not meet the definitions of academically able may be scheduled whenever appropriate, as long as they receive a minimum of 150 minutes of instruction each week.
- **Advanced Placement** – A program sponsored by the College Board and Educational Testing Services to provide courses for the academically able students which offer greater opportunities for individual progress and accomplishment. Students who score well on Advanced Placement examinations receive college credit for AP courses taken while they are still in high school.
- **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 cluster affords students with an opportunity to attain post-secondary articulated credit along with industry-based training and certification in specific occupational areas.
- **Carnegie Unit of Credit** – State approved quantitative as well as qualitative measure. A unit of credit is awarded after successful completion of a full course (generally one semester).
- **Co-curricular Activities**: Those activities that are relevant, supportive and are an integral part of the course of study in which the student is enrolled and which are under the supervision and/or coordination of the school instructional staff (*Bulletin 741:1.039.02*).
- **Commencement:** High school commencement exercises shall be held to recognize those students who have successfully completed the required course of study, thus satisfying the requirements to earn a Louisiana high school diploma.
- **Concurrent Enrollment:** A high school student earns college credit only for a college course taught online or on a college campus by a post-secondary institution. Ex: A student takes courses at two separate institutions.
- **Developmental**: Appropriate behavior by age level in areas such as motor skills, oral language development, cognitive development, social-emotional development, auditory discrimination, visual discrimination and self-help skills (BESE policy).
- **Dual Enrollment:** An opportunity for students to receive college credit and high school credit for the same course. Ex: A single course taken on the high school campus that earns a student both high school and college credit at the same time.
- **Enrichment:** Learning activities providing depth and breadth to regular teaching according to the child's abilities and needs.
- **Exceptional Promotion**: That promotion of the student which is made in accordance with state law and those extenuating circumstances as so defined by the local educational agency.
- **Extracurricular Activities**: Activities which are not directly related to the program of studies and which are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student (*Bulletin 741:1.039.02*).
- **Gifted** (Academically): In possession of demonstrated abilities that give evidence of high performance in academic and intellectual aptitudes.
- **IAP**: The Individual Accommodation Plan required by the LA Department of Education for students receiving 504 services in the regular education classroom.

- **IEP**: A written, individualized education plan developed for each student eligible under IDEA, which describes a free appropriate public education (FAPE).
- **EL**: English Learner
- **Reading Proficiency: First Grade**: The student has learned basic sound/symbol system correspondence, more advanced phonemic and syntactic awareness, blending and word-attack skills, automatic recognition of basic high-frequency words and word families, comprehension skills, and how to use these tools to read for meaning. The Developmental Reading Assessment or DIBELS 8th results are to be used to determine reading proficiency.
- **Readiness Screening**: The process of identifying the performance levels, skills, and abilities of young children through the gathering of information concerning their physical, intellectual and social development.
- **School Building Level Committee (SBLC)**: A committee of at least three school level staff members, including the principal/designee, a classroom teacher, and the referring teacher. It is suggested that other persons be included, such as the guidance counselor, reading specialist, master teacher, nurse, parents, pupil appraisal personnel, etc. This committee is a problem-solving, decision-making group that meet on a scheduled basis to receive referrals from teachers, parents, or other professionals on individual students who are experiencing difficulty in school

  due to academic and/or behavior problems. In most instances, for enrolled students, it is only through the SBLC that a referral can be made to pupil appraisal for an individual evaluation.

Individual Academic Support Plans
Under

Louisiana Bulletin 1566, Revised 2025

§700. Promotion and Support Standard for Grades K-3

§701. Promotion and Support Standard for Grades 3-7

§703. Promotion and Support Standard for Grade 8

St. Tammany Parish School Board
321 N. Theard Street
Covington, LA 70433
385.892.2276
Fax: 985.898.3267

INTRODUCTION

This document provides the guidance and/or procedures for students in need of individual academic support plans and individual academic improvement plans following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE). The individual Academic support and academic improvement plans ensure that struggling students have plans in place to address their academic needs.

These procedures specifically address the statutory requirements of the revised Louisiana Bulletin 1566 including §700 support standard for grades K-3, §701 promotion and support standard for grades 3 – 7, and §703 promotion and support standard for grade 8. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of services that may be used by the STPPS and its personnel in addressing the educational needs of its students.

For the purposes of this document, the St. Tammany Parish School System may encompass policies adopted by the STPSB and guided forms developed to assist school employees in carrying out their responsibilities under sections 700, 701, and 703 of Louisiana Bulletin 1566.

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DEFINITIONS

ACCEPTABLE LEVEL OF PERFORMANCE – An acceptable level of performance will be attained when students achieve a score of "Basic" or higher in each of the core academic subjects that initially led to the development of individual academic improvement plans.

ELA – English language arts

INDIVIDUAL ACADEMIC PLAN – A support in place for struggling students providing interventions to address their academic needs.

INDIVIDUAL ACADEMIC SUPPORT PLAN – A support in place for students struggling to receive Academic support with research-based literacy/numeracy interventions.

INTERVENTION - An intervention is a specific program or set of steps to help a student improve in an area of need.

STAKEHOLDERS – A teacher, paraprofessional, administrator, support staff member, parent, legal guardian, or a provider of related services.

SUMMER REMEDIATION – The summer school program (Summer Learning Program) offered by STPPS for the specific purpose of preparing students to meet the acceptable level of performance.

St. Tammany Parish Public Schools
Individual Academic Support Plan
Guidelines and Procedures

St. Tammany Parish School Board developed the following guidelines and procedures relative to the development of an Individual Academic Support Plan.

The following actions will be implemented:

Action Step 1: Identify K-5 students who have not met literacy/numeracy proficiency by reviewing specific data points about student learning and the results/rosters provided by the Louisiana Department of Education that would enable them to successfully transition to the next grade level. An Individual Academic Support Plan must be written for students scoring below proficiency. Below proficiency is defined as:

Literacy:

K-3: DIBELS 8th Beginning-of-the-Year – students scoring below or well below benchmark
4-5: LEAP ELA score – students scoring Basic, Approaching Basic, or Unsatisfactory
6-8: LEAP ELA score – students with a previous IASP plan and scoring Approaching Basic or Unsatisfactory

Numeracy:

K-3: Louisiana K-3 Numeracy Screener – indication HDT need statement - YES
4-5: LEAP Math score – students scoring Basic, Approaching Basic, or Unsatisfactory
6-8: LEAP Math score – students with a previous IASP plan and scoring Approaching Basic or Unsatisfactory

*An individual academic support plan developed to outline support for a fifth-grade student in English language arts or mathematics will remain in place, updated annually, until the student achieves a score of "Basic" or above in each of the subjects that initially led to the development of the plan.

Action Step 2: Analyze data in PLC or grade-level meetings to review student's academic strengths and weaknesses, and discuss other relevant challenges.

Action Step 3: Engage stakeholders and include receiving school staff in a discussion about the available tutoring and intervention options and specific supports to assist the student in achieving the acceptable level of performance in literacy/numeracy.

The following steps must be followed:

a. Schedule an in-person meeting. Participants must include:
    - Teachers of the non-proficient core academic subject(s) – ELA and/or Math
    - Administrator or designee
    - Specialized support personnel as needed

b. Formulate an Individual Academic Support Plan establishing focused literacy and/or numeracy tutoring and support designed to improve foundational literacy and numeracy. The following specific student supports may include:
    - Daily targeted small-group tutoring
    - Additional in-school support or after-school support
    - At-home literacy/numeracy programs
    - Web-based or parent-guided home literacy/numeracy activities
    - Enrollment in the summer learning program
c. Obtain signatures indicating agreement with the selected tutoring/interventions and support.
d. Send parent notification letter and obtain parent/guardian signature on the Individual Academic Support Plan.
e. The original Individual Academic Support Plan should be uploaded to the High Dose Tutoring folder JCAMPUS Doc Archives at the beginning of the year and end of the year with updates. A copy of the plan should remain with the ELA and/or Math content teacher in which the plan was written.

Action Step 4: Progress monitor the status of the Individual Academic Support Plan. The

following steps must be followed during the school year:

a. Continue focused Academic tutoring - on-grade level instructional support and interventions in the content area not yet achieved the appropriate level of performance.
b. Receive instruction aligned with the Louisiana Student Standards.
c. Review the progress of the expanded academic plan in December and again in May.
d. Refer the student to SBLC as needed for additional support.

Action Step 5: Third Grade Literacy ONLY – Promotion or Retention Determination – SBLC Meeting

If a third-grade student scores Well Below Benchmark on the EOY DIBELS 8th, retention will be considered for the student. The student shall be administered a second EOY screening in May. If the student scores Well Below Benchmark, summer interventions must be provided. A third screening will be administered in the summer after receiving interventions. Any student still scoring Well Below Benchmark after three attempts shall not be promoted to the fourth grade. Prior to being retained, the student shall be screened for dyslexia.

Criteria for determination of promotion or retention are listed in the Pupil Progression Plan and will be adhered to in all decisions.

St. Tammany Parish Public Schools
INDIVIDUAL ACADEMIC SUPPORT PLAN

Purpose

The purpose of the Individual Academic Support Plan is to create a single student plan for academic support in literacy and numeracy, and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian. (State Statutes: R.S. 17:100.13, R.S. 17:24:11, R.S. 17:24:10)

Student Information

Name: _____ Grade: _____ School Year: _____

School: _____ Teacher: _____

Other Student Identifiers:

- ☐ English Language Learner
- ☐ 504
- ☐ 1508/SPED

Signatures:

Teacher(s): _____

Principal (or designee): _____

Parent or Guardian: _____

Other (if applicable): _____ Role: _____

Date of Plan: _____ Date of Next Screening: _____

Plan Review Notes: (Progress monitoring data, plan completion determination) (Include dates)

Literacy

Check all that apply.

- ☐ Kindergarten through third grade student who scored below grade level on the literacy screener. Complete Section A.
- ☐ Fourth or fifth grade student who scored below mastery on the LEAP ELA assessment. Complete Section B.
- ☐ Sixth through eighth grade student who had a previous IASP plan and scores Approaching Basic or Unsatisfactory on the LEAP ELA assessment. Complete Section B.

Section A (K-3)

- Evidenced-based literacy intervention/targeted support/high-dosage tutoring plan:

Services provided by: _____

Skills addressed:

_____

_____

Frequency of sessions: _____

Materials used: _____

Section B (4-8)

- Literacy targeted support/high-dosage tutoring plan:

Services provided by: _____

Skills addressed:

_____

_____

Frequency of sessions: _____

Materials used: _____

Numeracy

Check all that apply.

- ☐ Kindergarten through third grade student who scored below grade level on the numeracy screener. Complete Section A.
- ☐ Fourth or fifth grade student who scored below mastery on the LEAP Math assessment. Complete Section B.
- ☐ Sixth through eighth grade student who had a previous IASP plan and scores Approaching Basic or Unsatisfactory on the LEAP Math assessment. Complete Section B.

Section A (K-3)

- Evidenced-based literacy intervention/targeted support/high-dosage tutoring plan:

Services provided by: _____

Skills addressed:

_____

_____

Frequency of sessions: _____

Materials used: _____

Section B (4-8)

- Numeracy targeted support/high-dosage tutoring plan:

Services provided by: _____

Skills addressed:

_____

_____

Frequency of sessions: _____

Materials used: _____

St. Tammany Parish Public Schools
Individual Academic Support Plan
Notification Letter (K-3)
(Letter should be copied on school's letterhead.)

Date

Dear

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any Kindergarten through third-grade student scoring below proficiency on the beginning-of-the-year literacy and numeracy screeners to receive expanded academic support.

St. Tammany Parish Public Schools administer the DIBELS 8th literacy screener and the LDOE K-3 Numeracy screener to students in grades K-3. These assessments help identify students who may be at risk for reading or numeracy difficulties. The assessments are administered multiple times a year to track student progress. These assessments inform the teacher's instruction to meet individual student needs and provide additional support.

☐ The literacy screener results identify your child's score as below or well benchmark at this time. Refer to the attached mCLASS Home Connect letter for additional information relating to the specific skills assessed, some strategies for you to help your child at home, and the supports that will be utilized at school to improve foundational literacy proficiency. For more activities, visit the Home Connect site: https://www.mclass.amplify.com/homeconnect/.

☐ The numeracy screener results identify your child's score as below proficiency at this time. Refer to the Eureka Math² Family Math Worksheet for Kindergarten and the Eureka Math²Apply student book for grades 1-3 for additional numeracy support.

The Individual Academic Support Plan documents any measures being taken to address the student's specific needs. This may involve tutoring, small group sessions, pull-out interventions, after-school tutoring, summer learning programs, or extra classroom instruction.

Home support literacy and numeracy resources can be accessed through the Louisiana Literacy Family Library; you can scan the QR codes for more details.

Working together will ensure development is on target for success. Family involvement and understanding is an important part of this effort. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track toward graduation.

Sincerely,

Principal

St. Tammany Parish Public Schools Individual
Academic Support Plan Notification Letter (4-5)
(Letter should be copied on school's letterhead.)

Dear

Date

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any fourth through fifth student scoring below proficiency on LEAP in ELA or Math to receive expanded academic support.

The LEAP results identify your child's score to be below proficient in ☐ELA ☐Math. The attached student score report(s) explains your child's performance and includes additional tools and resources for at home support. Visit the parent guide to understand the score report:

https://doe.louisiana.gov/about/news-releases/release/2026/07/03/parent-guides-help-families-understand-leap-student-reports.

The Individual Academic Support Plan documents any measures being taken to address the student's specific needs. This may involve tutoring, small group sessions, pull-out interventions, after-school tutoring, summer learning programs, or extra classroom instruction.

Working together will ensure development is on target to success. Family involvement and understanding is an important part of this effort. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track toward graduation.

Sincerely,

Principal

St. Tammany Parish Public Schools Individual
Academic Support Plan Notification Letter (6-8)
(Letter should be copied on school's letterhead.)

Dear

Date

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any sixth through eighth grade student that had an IASP in place for ELA or Math and scored below basic on the LEAP in ELA or math to continue receiving expanded academic support.

The LEAP 2025 results identify your child's score to be below proficient in ☐ELA ☐Math. The attached student score report(s) explains your child's performance and includes additional tools and resources for at home support. Visit the parent guide to understand the score report:

https://doe.louisiana.gov/about/news-releases/release/2026/07/03/parent-guides-help-families-understand-leap-student-reports.

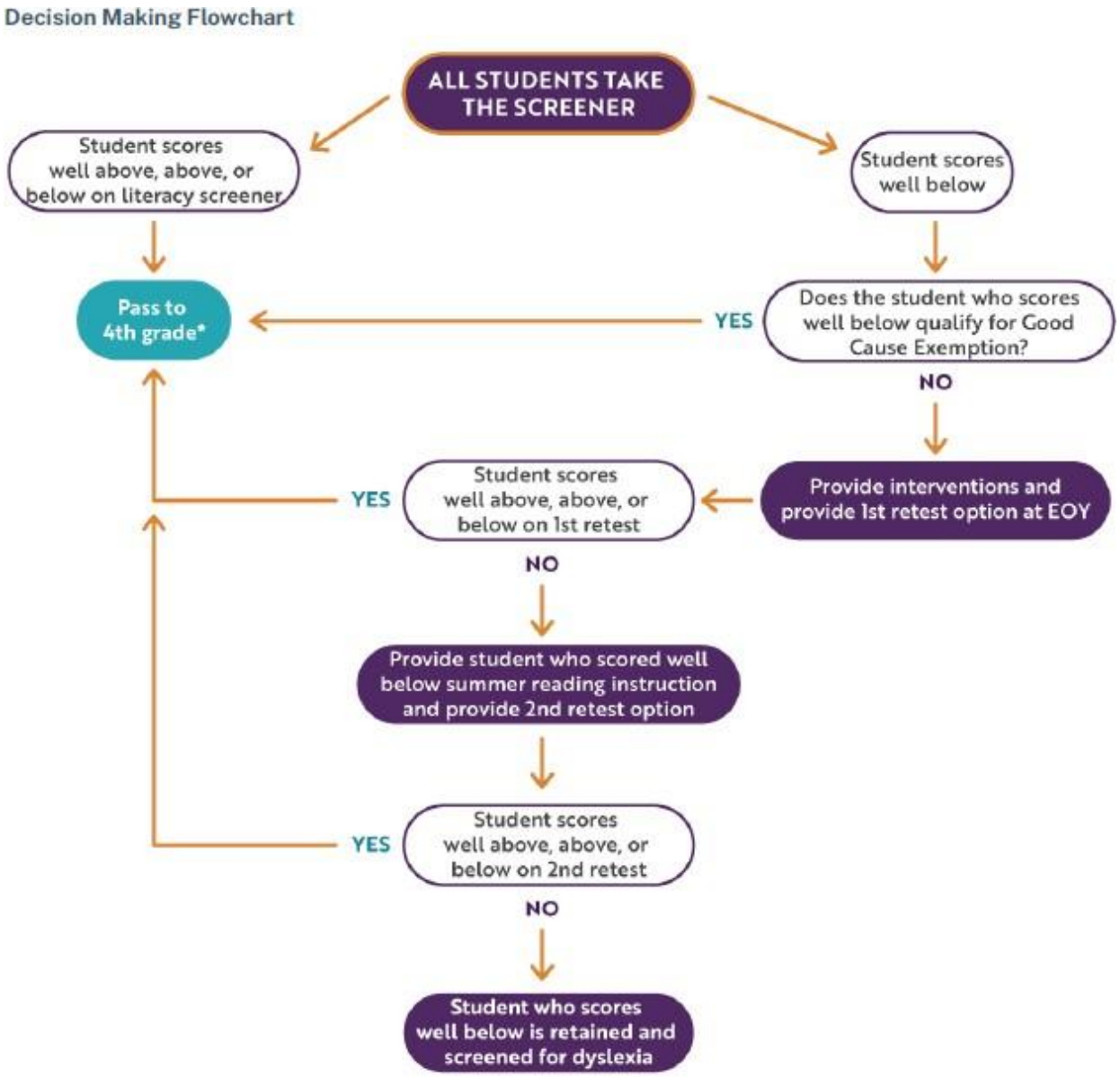
The Individual Academic Support Plan documents any measures being taken to address the student's specific needs. This may involve tutoring, small group sessions, pull-out interventions, after-school tutoring, summer learning programs, or extra classroom instruction.

Working together will ensure development is on target to success. Family involvement and understanding is an important part of this effort. St. Tammany Parish Public School System is committed to ensuring student growth in order to stay on track toward graduation.

Sincerely,

Principal

Third Grade Literacy Promotion



*Passed for this requirement only. Local pupil progression determines other promotion requirements, such as grades and absenteeism.

St. Tammany Parish Public Schools

Reading Proficiency in Third Grade

Notification Letter

(Letter should be copied on school's letterhead.)

Student:

The Louisiana Legislature has enacted Act 422 of the 2023 Regular Legislative Session, which mandates that students in traditional public schools must meet specific literacy proficiency standards to be promoted to the fourth grade. Third-grade students who achieve a well below composite score on the DIBELS 8th literacy screener will not be promoted to the next grade level. Additionally, please note that third-grade students must also satisfy the requirements for promotion based on the district's pupil progression including passing grades and attendance.

☐ The EOY DIBELS 8th results taken on_____indicate your child has achieved a score meeting the proficiency requirement.

☐ The EOY DIBELS 8th April results indicate your child has not achieved a score meeting the proficiency requirement. As a result, your child will receive intensive intervention and will retest in May.

☐ The EOY DIBELS 8th May retest results indicate your child has not achieved a score meeting the proficiency requirement. As a result, your child will receive intensive summer intervention and will retest in June.

☐ The EOY DIBELS 8th summer retest results indicate your child has not achieved a score meeting the proficiency requirement. As a result, a SBLC meeting has been scheduled for _____to determine promotion or retention. Your attendance at this meeting is very important.

Home support literacy resources can be accessed through the Louisiana Literacy Family Library; you can scan the QR code for more details. Additionally, for more activities visit the mCLASS Home Connect site: https://www.mclass.amplify.com/homeconnect/.

Sincerely,

Principal

LOUISIANA DEPARTMENT OF EDUCATION

Good Cause Exemption Documentation	
Student Name:	**Grade:**
School:	**Teacher:**
Date Individual Academic Support Plan was signed by parents/guardians:	
Dates parents/guardians received progress reports on literacy proficiency:	
The student qualifies for promotion based on the following good cause exemptions (check the appropriate exemption):	
☐	A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.
☐	An IEP indicates the student is assessed using the LAAR.
☐	A student with an IEP or 504 plan who has previously been retained.
☐	A student with an IEP or 504 Plan has received intensive reading intervention for two years, as documented by the Individual Academic Support Plan or Individual Reading Plan, and still scores at the lowest achievement level on the literacy screener.
☐	A student was previously retained in kindergarten, first, second, or third grade and has received intensive reading intervention for two years, as documented by the Individual Academic Support Plan, still scores at the lowest achievement level on the literacy screener.
☐	A student has been diagnosed with dyslexia.
☐	A student scoring Mastery on the English language arts section of the LEAP 2025 assessment may be considered for promotion.
☐ **The teacher requested and submitted Good Cause Exemption documentation to the principal.** **Date:** ☐ **The principal reviewed and discussed recommendations with the teacher and parent.** **Date:** ☐ **The principal submitted documentation to the superintendent.** **Date:** ☐ **The superintendent makes the decision.** **Date:**	
Decision: Retain	Promotion based on Good Cause Exemption
Comments:	

Completed By: **Position:** **Date:**

Parent/Guardian (Print) _____ **Signature:** _____ **Date:** _____

Teacher (Print) _____ **Signature:** _____ **Date:** _____

Principal (Print) _____ **Signature:** _____ **Date:** _____

Superintendent or Designee (Print) _____ **Signature:** _____ **Date:** _____

XV. LEA assurances and submission information

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

St. Tammany Parish School System

2026-2026 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: June 11, 2026

Superintendent

Board President