

2026-2027 Pupil Progression Plan

Local Education Agency:

Iberville Parish School Board

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

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Background and Purpose

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

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

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

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Questions about this document should be directed to PPP@La.Gov.

I. Placement of students in kindergarten and grade 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

All students entering Kindergarten will be administered a readiness screener. All students entering first grade without Kindergarten experience will be administered a readiness screener.

The SAT team will review the student's performance results on the readiness screeners and based on results, the majority of the SAT team will determine the student's appropriate grade placement.

II. 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.

*Promotion for Kindergarten:

- A student must meet minimum state attendance requirements
159 days present (2025-2026 school year)
- Student progress is reported using the following codes:
 - S (Satisfactory)
 - P (Progressing)
 - N (Needs Improvement)
- A Kindergarten student may be retained with adequate documentation indicating a lack of performance and when the majority of the SAT team (parent, teacher(s), principal, and SAT coordinator) agree that retention is appropriate. A single standardized test score, such as reading/math screeners, shall not be the sole determining factor for retention in Kindergarten.

*Promotion for 1st & 2nd Grade:

- A student must meet minimum state attendance requirements
159 days present (2025-2026) school year
- Proficiency in grade appropriate skills
- Attain a "D"-as a final grade in ELA, Reading Foundations, Math and Social Living

*Promotion for 4th Grade:

- A student must meet minimum state attendance requirements
159 days present (2025-2026) school year
- Shows proficiency as indicated on state literacy assessments and/or writing assessment
- Attain a "D" as a final grade in ELA, Math, Science and Social Studies

*To ensure 4th grade students show adequate growth, students identified as non- proficient in 2 or more core academic subjects shall be placed on an individual academic improvement plan for the subject (s) where he/she was identified as non-proficient. Several strategies a school could utilize to ensure the appropriate supports are in place include, but are not limited to, the following:

- Provide additional instructional minutes in the subject where the student was identified as non-proficient.
- Schedule routine meetings with stakeholders to monitor the progress of individual students through the analysis of quantitative and qualitative data.
- Provide tier 2 and tier 3 (RTI) interventions using materials designed to "bridge" instructional gaps as identified through standardized test reports and/or diagnostic test results.
- Utilize individualized computer-based programs or other progress monitoring measure on a regular basis

***Promotion for 5th Grade:**

- A student must meet minimum state attendance requirements
159 days present (2025-2026) school year
- Proficiency in grade appropriate skills
- Attain a "D" as a final grade in ELA, Math, Science and Social Studies

***Final Grade Averaging for Grade 1, 2, 4, & 5**

Students are required to have 4 quality points for the year with at least 2 points earned in the second semester.

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off the next highest number.

Consideration for Grades 5

The SBLC may decide to transfer a student to the next grade, IF the student scored Basic, Mastery or Advanced on the current year's state assessment or on or above the minimum proficiency level of the district assessment in the subject area he/she did not pass.

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- Age
- Previous retentions
- School performance on the State's Standards
- Summer remediation program participation reports
- Attendance during the regular school year
- Special circumstances
- Increased performance on the retest from first to second testing

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.

***Promotion for 3rd Grade:**

- A student must meet minimum state attendance requirements
159 days present (2025-2026 school year)
- Proficiency in grade appropriate skills
- Attain a "D" as a final grade in ELA, Math, Science and Social Studies

***Final Grade Averaging for Grade 3**

Students are required to have 4 quality points for the year with at least 2 points earned in the second semester.

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off the next highest number.

Consideration for Grades 3

The SBLC may decide to transfer a student to the next grade, IF the student scored Basic, Mastery or Advanced on the current year's state assessment or on or above the minimum proficiency level of the district assessment in the subject area he/she did not pass.

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- Age
- Previous retentions
- School performance on the State's Standards
- Summer remediation program participation reports
- Attendance during the regular school year
- Special circumstances
- Increased performance on the retest from first to second testing

If students in 2nd through 12th grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 4 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.

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.

***Promotion for 6th Grade:**

- A student must meet minimum state attendance requirements
159 days present (2025-2026) school year
- Proficiency in grade appropriate skills
- Attain a "D" as a final grade in ELA, Math, Science and Social Studies

***Final Grade Averaging for Grade 6**

Students are required to have 4 quality points for the year with at least 2 points earned in the second semester.

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off the next highest number.

Consideration for Grade 6

The SBLC may decide to transfer a student to the next grade, IF the student scored Basic, Mastery or Advanced on the current year's state assessment or on or above the minimum proficiency level of the district assessment in the subject area he/she did not pass.

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- Age
- Previous retentions
- School performance on the State's Standards
- Summer remediation program participation reports
- Attendance during the regular school year
- Special circumstances
- Increased performance on the retest from first to second testing

***Promotion Criteria for grades 7**

- A Students' shall not be promoted in grades 7 and 8 if he/she fails the following:
- Any two major subjects (ELA, Math, Social Studies, Science), or
- Any combination of one major subject and two minor subjects
- A student must meet minimum state attendance requirements
159 days present (2025-2026) school year

***Final Grade Averaging**

Students' grades will be averaged to attain a final grade. The final grade shall reflect a letter grade average of four marking periods and a final exam grade.

- Examination grades will be included in averaging grades for those grade levels where applicable.
- Students are required to have 4 quality points for the year with at least 2 points earned in the second semester including the final exam grade

For final grades, fractions at or above $\frac{1}{2}$ will be rounded off to the next highest number.

12th.

Promotion criteria

for students with disabilities identified under the Individuals with Disabilities Education Act (IDEA), with a current IEP, shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations)

(In cases where the criteria for promotion are not met, student placement will be determined by the SBLC. The SBLC will consider student performance data and other factors including:

- Age
- Previous retentions
- School performance on the State's Standards
- Summer remediation program participation reports
- Attendance during the regular school year
- Special circumstances
- Increased performance on the retest from first to second testing

*Students with characteristics of dyslexia, who are served in a multisensory

For 7th and 8th graders enrolled in courses for Carnegie credits, refer to the promotion guidelines for 9th –ory structured language program, follow the same criteria for promotion as all other students.

If students in 2nd through 12th grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 4 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.

III. 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.
- *LEP Waiver* - Limited English proficient (LEP) 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 LEP 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.

*In addition to the notes above and in accordance with Bulletin 1566, IPSB will use the following criteria for determining transitional 9th grade placement.

- Whether or not the student meets the passing standard on the district spring benchmark assessment or meets the expectations set for successfully completing summer remediation
- Growth from beginning of summer remediation to end of summer remediation on district-assigned pre-and posttests.
- Grade assigned by teacher of record in the school year and summer remediation

*Number of subjects in which the student was identified as non-proficient

- Qualitative data from parents, teachers, counselors and administrators including:
- Attendance
- Effort
- extenuating circumstances
- Age and/or number of previous retentions
- Previous Testing History
- Areas of weaknesses identified through a 1508 evaluation and/or IEP

*The criteria or types of data school SAT members should consider when making the determining if placement in transitional 9th grade is appropriate could include, but are not limited to, the following:

- Student performance on state interim assessments/district benchmarks
- Meets the expectations set for successfully completing summer remediation
- Growth from beginning of summer remediation to end of summer remediation on district-assigned pre-and posttests.
- Grade assigned by teacher of record in the school year and summer remediation
- Number of subjects in which the student was identified as non-proficient
- Qualitative data from parents, teachers, counselors and administrators including:
 - attendance
 - effort
 - extenuating circumstances
- Age and/or number of previous retentions
- Standardized Testing History
- Areas of weaknesses identified through a 1508 evaluation and/or IEP

*Participation contracts signed by student and parent are reviewed to track student progress and will be attached to each student IGP.

The Graduation Coach mentors students regarding grades, attendance, behavior,at least once each quarter.

Seminars are held monthly for 30 minutes through Career Readiness Class.

*Student progress is tracked through a review of progress report grades, report card grades, benchmark test results, and/or summer school data.

Annually, students track their progress with an IGP and update as needed. Parental participation is encouraged, and parental consent is requested for IGP updates.

If students in 2nd through 12th grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 4 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.

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.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

A student in the secondary grades (9 – 12) is placed on a grade level based on the number of Carnegie units earned. To meet graduation requirements, a student repeats only required subjects failed. To earn credit in a subject, a student must be enrolled and be in attendance in a course for at least 80 days during the semester.

In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.

Semester and final grade averages will be rounded for averages of a 0.6 or higher.

Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.

Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.

Classification is based on the total number of units earned.

Grade 10	No fewer than 6 units of credit A minimum of 1 completed course in English A minimum of 1 completed course in mathematics
Grade 11	No fewer than 12 units of credit A minimum of 2 completed courses in English A minimum of 2 completed courses in mathematics
Grade 12	No fewer than 16/17 units of credit providing the 7 remaining units being taken would permit graduation as defined by the Louisiana Department of Education

*All completed English and math courses must satisfy graduation requirements for a TOPS University Diploma or Jump Start TOPS Tech (Career) Diploma

A senior (12th grade) student who has accumulated 20 or more units shall be required to take at least four (4) subjects/units per semester, none of which shall be subjects/units the student has previously taken and passed. The four (4) required subjects/units may include college courses that have been approved by the State Department of Education and/or the Louisiana Board of Regents. Under the 4 x 4 block system, a senior must be enrolled in a minimum of two subjects/units per semester to be eligible to compete. A senior attempting four units in the first semester must pass all four units to be eligible in the second semester.

Likewise, a senior attempting five units in the first semester must pass all five units, and a senior taking six or more units in the first semester must pass six units for second semester eligibility.

Fifth year seniors (or more) will follow the schedule that will complete their requirements for graduation.

*Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 60% or higher and a minimum rate of 94% attendance during the semester).

For ½ credit earned, the final grade shall reflect a letter grade averaged of 2 marking periods AND a final exam

*Students may earn credit for courses taken through the district's virtual program, and /or the state approved Keyboard Proficiency Exam provided that the student scores 70% or above on the proficiency assessment and/or the final exam of the course, where applicable.

Grade 9 – 12

1. The local school board shall follow the policies and procedures established in Bulletin 741, Handbook for School Administrators, and other local requirements for student acceleration:
2. Movement into and out of advanced courses is limited to the first semester and midterm only.
3. Honors courses require*:
 - (a) Proficient on the state mandated assessments (in the appropriate subject area)
 - (b) Teacher recommendation
 - (c) GPA of 3.0 or better in the course content from the previous year.

*Applicable to home base schools (Not applicable for academies)

4. Advanced Placement courses will utilize college board entrance requirements

5. Dual Enrollment courses: will utilize Board of Regents criteria

Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching high school course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college credit course.

Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript but the grade on the secondary transcript shall not be lower than the grade received on the postsecondary transcript.

****A state high school diploma will be awarded in less than 4 years to a student who meets the state minimum high school graduation requirements.**

- If students in 2nd through 12th grade do not meet the minimum attendance requirements of 159 days present, they shall attend attendance recovery during the school year and/or summer school. 4 hours of attendance recovery will equal a recovered day of attendance. Attendance recovery will take place during after school tutoring sessions and/or summer school.
- Schedule/Course requests may be requested in the first five days of the school year and based solely on a student's graduation status, pathway or diploma selection, or documented academic needs. Seniors who are in jeopardy of not graduating may receive a schedule change. However, whatever grades are received in the failing course shall be averaged in the appropriate nine weeks grading period. TOPS University, TOPS Tech Jump Start, Honors, and Advanced Placement (AP) course transfers must bear the joint approval of parent and counselor.
- Student/Parent initiated schedule/course requests will be considered in the first five days of the school year.
- Any other schedule/course requests after the first five days of the school year shall be made at the discretion of the principal in collaboration with the professional school counselor.

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.

Virtual learning is offered to students through regularly scheduled course classes, the alternative site, as well as students assigned due to special circumstances. To ensure that online classes meet NCAA requirements, curriculum leaders will ensure all present and future online (virtual) programs are aligned with state curriculum standards, specific curriculum skills as well as scope and sequence.

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 Graduation Coach and Professional School Counselors mentor students regarding graduation pathways, grades, attendance, and behavior at least once each quarter.

To prepare students for choosing a career option at the high school level, in grades six through eight, schools shall incorporate activities which expose students to career and technical and academic fields of study. Such activities may include field trips, guest speakers, community services, classroom guidance lessons and other activities designed to introduce students to careers. At least six activities shall be conducted at each grade level during each school year. A minimum of 1 career related activity shall be documented in the student's IGP. All students enrolled in grade 6 will complete a career interest inventory and update the inventory in seventh and eighth grade.

V. Placement of transfer students

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

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

*Students of all grade levels who have been on state approved home study programs and wish to re-enter Iberville Parish Schools will:

- Report to the assigned school.
- Present a copy of the approved application for each year that the student has been in the home study program.
- Present a report that provides information about the program of studies pursued by the student while in home study.

*The student shall be placed using the following guidelines:

- Evaluations from norm referenced tests according to parish standards.
- Tests similar to state mandated assessment in reading and math.
- Recommendations by the SAT.

*Elementary placement for home study students:

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students. Students re-entering during the semester must successfully complete all required course work from point of entry

*Middle school placement for home study students:

It is recommended that the students re-enter at the beginning of a semester. Students re-entering during the semester must successfully complete all required course work from point of entry.

*Students in grades 5 and 9 transferring to the public school system from the home schooling program shall be required to meet proficiency requirements in the English Language Arts and mathematics portions of the state diagnostic or district assessment.

*The entrance tests used to determine grade placement will be the state assigned assessment, district benchmark assessment and/or Reading Progression Assessment

*A student entering an Iberville Parish public school at the secondary level (9-12) from an approved or unapproved school will not be granted any units of credit unless he requests and is administered a state proficiency exam and/or school proficiency exam developed in accordance with Bulletin 741 for each course to be evaluated.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

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

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.

- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *Bulletin 1566*. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

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 certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Identifying Potential ELs (K-12)

Parents/Guardians of new incoming students are required to complete the Home Language Survey. If the answers to the Home Language Survey indicate a predominant language other than English, the child should be screened for English proficiency. However, to ensure bilingual students are not identified as English learners, families will be interviewed if the Home Language Survey indicates that the student speaks both English and another language. If it is determined from the family interview that the student does not require screening, documentation is filed in the student's cumulative folder, and the screening process is stopped.

EL Student Placement

If the student scores at the emerging or progressing level on the English Language Proficiency Screener (ELPS), he/she shall be identified as EL and will receive accommodations/modifications as described on the EL Accommodation Plan. Any newly enrolling students completing the Home Language Survey with previous in-district or out-of-district EL records may be exempt from formal assessment for placement

in the EL program. Records will be reviewed by the receiving EL coordinator for final determination.

The following will apply to elementary and middle school EL students:

- Students entering the school system with no records will be placed age-appropriate to their chronological age as indicated on the birth certificate or other available documents.
- Students entering the school system with records will be placed according to their previous school's grade placement.

The following will apply to high school EL students:

- Students entering the school system with no records will be placed in 9th grade.
- Students entering the school system with records will be placed based on Carnegie units earned. Foreign transcripts will be evaluated by the school counselor and a translator to ensure students receive credit for classes that have been completed.
- When available, students will be given a third-party reading and math assessment in their first language to help determine appropriate placement, validate transcript information, and potentially award credit.
- Once an EL is initially placed in a grade, promotion will be based on the same Carnegie unit requirements as all students.

EL Student Parental Notification

Parents will be notified that their child has been identified as an English Learner and is/will be receiving accommodations and/or participating in a language instruction educational program within 30 days of enrollment. Parents have the right to decline EL services. The child will be removed from the program upon parental request. However, the student will remain classified as EL until he/she achieves English proficiency as indicated by the English Language Proficiency Test (ELPT) criteria. Parent refusal of services will be documented through the SAT process. All notices to parents shall be provided to the extent practicable in a language that parents can understand.

EL Instructional Programs

The EL student is the primary responsibility of the core classroom teacher. All EL students will be placed in the regular classroom setting with an EL Accommodation Plan to assist them with developing English Language skills, study skills, content vocabulary, content subject matter, and cultural orientation.

EL Core Classroom Instruction

Students are placed into the regular classroom with monitoring by the Core Classroom teacher(s). The instruction provided to EL students is equal in amount, sequence, and scope to the instruction provided to the English-proficient students at the same grade levels. In addition, the curriculum, textbooks, and other instructional materials used by EL students should be the same instructional materials as English-proficient students. The instructional program ensures that through differentiation in instruction, EL students develop high levels of attainment in English and State

Content Standards and meet the annual measurable academic achievement objectives.

English Language Acquisition Support

- All ELs receive access to Connect-to-Literacy, an online computer-based language acquisition platform that diagnoses and addresses student-specific English-language strengths and needs, used to supplement the EL curriculum for all EL students in grades K-12.
- Tier I and II students receive instruction via the core classroom teacher and are monitored for adequate progress by the district EL staff.
- Tier III students and Long-Term English Learners (LTELs) receive explicit language-acquisition instruction by an ESL teacher, reading interventionist, or paraprofessional in a research-based language acquisition program to help gain proficiency in foundational English skills, vocabulary, syntax, and pronunciation.

Grading Policy for EL Students

- Placement, grading, promotion, or retention of regular or special education EL students must comply with established criteria in the Pupil Progression Plan.
- EL students who cannot comprehend the language of instruction are not assigned failing grades in their content classes. Their assigned grades should be based on the student's cooperation, effort, and participation in class work to the degree that their English language proficiency allows.
- If it is observed and documented that the student is not putting forth effort, cooperating, and/or participating in class in which ELP modifications have been provided, and documented parental contact was provided with the appropriate staff such as, ESL Coordinator, ESL teacher, SAT Chair, and/or Regular Education Teacher, a failing grade may be assigned regardless of the language barrier.
- ELs should not receive a failing grade in their content classes if their lack of English language proficiency is keeping them from fully accessing the content. This includes student performance on both classroom and district assessments. These students are to receive a grade no lower than a "D" on assessments and report cards.
- Before finalizing grades for progress reports and report cards, teachers should enter Code 24 under Comment 1 in the JCAMPUS Gradebook if grades have been modified based on English language proficiency. These students may still earn "A (90-100)", "B (80-89)", "C" (70-79), and "D(60-69)" if their abilities warrant such grades.
- If an EL student turns in an incomplete assignment or fails to turn in an assignment, the teacher should put an "X" for the assignment grade in JCAMPUS.
- Teachers are required to make the necessary modifications to instruction and assessment in accordance with individual student ELPs and Federal Guidelines. Every attempt must be made to provide EL accommodations to EL students to avoid violating the students' right to an equal education.
- Content for courses at all grade levels should be enhanced or modified according to the EL's

English proficiency level through the extensive use of graphic materials, visuals, and electronic translators, authentic models, and peer tutors whenever possible.

EL Students with Disabilities

- Students identified as having a disability according to IDEA or Section 504 shall receive instruction in accordance with their IEP or IAP.
- Each plan shall include any language-related needs for instruction or accommodations in the regular and special education setting.
- Language-related needs shall be determined by the IEP or SAT Team in keeping with the student's EL Accommodation Plan.

Retention for EL Students

- Students in grades K-8 cannot be retained if their deficiencies are the result of limited English proficiency. No EL student shall be retained based solely on the lack of English proficiency.
- Students in grades 9-12 receive credit only if they pass coursework. In addition, if students are enrolled in a Carnegie credit course in Grades 6-12, students will only receive credit if they pass the coursework.
- Students with disabilities who have a current 1508 evaluation will participate in the end-of-year state assessments.
- Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student's IEP team. (Per the April Dunn Act of 2014 and BESE guidelines and regulations).
- If the IEP team chooses to make a data-driven recommendation that conflicts with any criterion of the Pupil Progression Plan, the principal shall make a written recommendation to the Superintendent of Schools for their consideration. All supporting documentation considered while discussing this student must be included with the written recommendation to the Superintendent.

Exiting EL Status and EL Monitoring

- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 (Early Advanced) or level 5 (Advanced) on all four ELPT domains, including speaking, listening, reading, and writing.
- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as EL and will be reclassified as Fully English Proficient.
- Parents must be notified through a notification letter.
- Once an EL student meets exit criteria, the student's progress shall be monitored by the school's SAT Team for a period of two years.
- Report card grades and LEAP 2025 assessment results are reviewed.
- Students may be re-evaluated as a possible re-classification for EL with the English Language

Proficiency Screener (ELPS) if progress is not maintained.

Reclassifying EL Students with Disabilities

- The IEP team should meet and discuss how the student's exceptionality is preventing their acquisition of any language.
- The IEP itself should then indicate this, and the exceptionality should be indicative of one that would impede language acquisition in general.

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.

*The Iberville Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education.

Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process at an alternative school site. An alternative setting may be located on or off the school site. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Any expelled pupils attending the alternative education program and exhibiting disorderly conduct may be dismissed from that program and shall not be permitted to return to any school program until the period of expulsion has ended.

Upon the request of the student's parent, tutor, or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the school principal, to attend an appropriate alternative education program.

*Students must be 18 years of age or older to enroll in an Adult Education program. However, the parent, tutor, or other person responsible for the school attendance of a child who is under the age of eighteen (18) and who is enrolled in school beyond his/her sixteenth (16th) birthday may request a waiver from the Superintendent for the child to exit school to enroll and attend an adult education program approved by the Louisiana Community and Technical College System (LCTCS).

In the case of a child with no parent, tutor, or other person responsible for his/her school attendance, the Superintendent may act on behalf of the student in making such a request if one or more of the following hardships exist and if the following appropriate documentation is on file at the Iberville Parish School Board office:

1. pregnant or actively parenting;
2. incarcerated or adjudicated;
3. institutionalized or living in a residential facility;
4. chronic physical or mental illness;
5. family and/or economic hardship.

Family and/or economic hardship is defined as a student who acts as a caregiver or who must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.

The Superintendent or his/her designee may approve the request without requesting action from BESE. If the request to exit school to enroll in a LCTCS-approved Adult Education program is denied by the Superintendent, a student may request the waiver from the Louisiana Department of Education for approval by BESE with documentation of reason for denial at the local level.

*Courses taken in the alternate education programs will use the state approved virtual curriculum.

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.

- **Regular education students**

The procedures to be followed in resolving a complaint by parents or guardians, teachers, principals and students, regarding the placement of a student shall be accomplished in accordance with the following:

The person or persons making the complaint or request for change, and if such is refused, shall first discuss the matter with the principal, who is obligated to resolve the dispute informally, if at all possible.

If, as a result of the informal discussion, the matter is not resolved, the complainant may initiate the complaint in writing to the Chief Academic Officer. The complaint will be reviewed by the principal, SAT and CAO.

A decision will be made by this review committee based on what is best for the individual child and made known to the complainant within ten (10) days.

All review requests should be accompanied by some documented evidence to show why review is needed.

- **Students with disabilities**

In addition to the above, due process for students with disabilities, will be in accordance with IDEA Part B, Lea Application. They must be consistent with those described in IDEA.

- **Section 504 students**

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

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.

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

No student may be retained in K-8th for more than 2 years.

*A student in grades K-4 may be retained only one time based on academic performance.

A student in grades 5-8 may be retained only one time based on academic performance.

Students who fail to meet the promotion criteria shall be retained. A student may be retained not more than twice for failure to meet academic requirements in Grades K-8. If the student does not meet promotional standards the student may be placed in an individualized remediation program. The SAT members should also consider the emotional and social implications of retention, and determine the necessary support and instruction that will enable the child to improve.

*Students having difficulties are referred to the Student Assistance Team (SAT). The SAT determines appropriate interventions to target the areas of weaknesses. The interventions and strategies may include, but are not limited to increased reading interventions, small group instruction, tutoring, after-school programs, extended lab time, or other research-based strategies. Teachers are expected to provide Tier 1 and Tier 2 level intervention during instructional time. Schools are expected to allocate time for Tier 3 interventions during the school day.

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741§2302)

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

For grades 1-12, there shall be a minimum of nine grades for averaging per nine week period. Of the nine grades per marking period, at least 4 grades are required to be major assessments and at least 4 grades are required to be minor assessments. For grades 1-12 and for all subjects there shall be a consistent weighting across grade levels and courses. Exception: Higher level courses (DE, IB, AP) will follow the college/university weights.

Major Assessments	60%
Quizzes/Classwork/Homework	40%

If a student completes an assignment and demonstrates a genuine effort but still fails to master the material (e.g., scoring a 30% or 0%), a minimum grade of 40% will be recorded in the grade book. Students who refuse or do not submit assigned work or fail to make a valid attempt at an assessment or project may still receive a 0%.

Methods for Obtaining Grades

- Daily Participation and Conduct shall not be included as an independent grade
- Major Assessment Grades may include but not limited to:
 - Curriculum and Common District Assessments
 - Teacher Made Tests
 - Student Projects
 - Unit Assessments
 - Portfolio/Performance Assessments
 - Mid and End of Module Assessments
 - Culminating Writing Tasks
- Minor Assessment Grades may include but not limited to:
 - Spelling quiz grades (1st - 3rd grade only)
 - Quiz grades
 - Homework assignments
 - Bellwork/Avg of Weekly Bellwork
 - Classwork

If applicable, at the close of the last marking period of the semester, students scoring Proficient (Advanced or Mastery) on the LEAP 2025 in Algebra I, Geometry, English I, English II, Biology, Civics, and US History and have a passing average in the course can opt to:

- be exempt from the teacher issued final exam of the course; or
- take the course's teacher issued final exam.

If the teacher issued exam score is less than the current average, the teacher will exempt the teacher issued final exam score.

K-6 grade students will earn an S or U in Health/Physical Education, Art, Music, Handwriting and Foreign Language, if applicable. Pre-K and K students will receive proficiency levels based on mastery of standards on their progress reports.

*Where applicable 6th grade students will earn letter grades in the Arts, Physical Education Foreign Language, Keyboarding, Career Success and Journeys to Careers.

*The grading scale and quality points awarded for high level course work: Honors, Dual Enrollment, Advance Placement (AP) and International Baccalaureate (IB) courses will be as follows:

Higher Level Courses (Honors, Advanced Placement, Dual Enrollment, International Baccalaureate)	Local Honors	AP, Dual Enrollment, IB, LDOE Approved Honors
Percentage Range	Quality Points	Quality Points
90 - 100	4	5
80 - 89	3	4
70 - 79	2	3
60 - 69	1	1
0 - 59	0	0

1. Students enrolled in a course for which there is an LEAP 2025 test must take the LEAP 2025 test.
 - a. The LEAP 2025 test score shall count as a percentage of the student final grade for the course.
 - b. The percentage shall be between 20% inclusive, and shall be determined by the LEA.
 - c. The grades assigned for the LEAP 2025 test achievement levels shall be as follows

LEAP 2025 Achievement Level	Grade
Advanced	A
Mastery	B
Basic	C
Approaching Basic	D
Unsatisfactory	F

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)
- e. Beginning with the 2014 senior class, students' final ranking will be based on the Latin titles indicating high academic achievement, in place of the traditional Valedictorian and Salutatorian awards.

2. The following Latin Honor ranking will be used to recognize top academic honors:

Latin Honor	Grade Point Average
Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699
Honors	3.000- 3.499

*The final grade for one-half (1/2) credit courses shall reflect a letter grade average of two marking periods AND a final exam.

The final grade for full credit courses shall reflect a letter grade average of four marking periods and a final exam or LEAP 2025.

For courses with a mandated LEAP 2025 test, the final grade shall reflect 20% of a student's letter grade in each grading period and 20% for the LEAP 2025 letter grade.

For students qualifying for ACT 833 the weight of the LEAP 2025 on the final average is determined by the IEP committee.

In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.

Semester and final grade averages will be rounded for averages of a 0.6 or higher.

Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.

Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.

XV. LEA assurances and submission information

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

Iberville Parish School Board

2026-2027 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:

August 10, 2026



Superintendent



Board President