

2026-2027 Pupil Progression Plan

Local Education Agency:

RAPIDES PARISH

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.

- Rapides Parish will use the **Kindergarten Skills Assessment** for those entering kindergarten and the academic readiness screening instrument for students entering first grade.
 - Students who score below proficient, 80%, on the screening test will receive RTI services.

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/retention decisions will use student achievement on grade-appropriate skills and attendance. The *Rapides Parish School Board Grading Policy* will be used to record student performance and attendance.

- Retention decisions are determined by the SBLC.
 - School personnel must notify the parent or guardian of any student retained.
 - In 2nd Grade, retention will also be considered for a student scoring at the lowest achievement level on the end-of-year literacy screener (DIBELS) 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 second 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 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.
- Upon receipt of state literacy and/or assessment scores for students in K-5th, if the student fails to meet the requirement of proficiency or “Mastery”:
 - The student shall be provided an Individual Academic Support Plan (IASP)

reviewed with and signed by the student's parent or legal custodian by October 1st.

- o The IASP must outline at least two allowable interventions/supports that include:
 - Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
 - Additional in-school support - RTI, High Dose Tutoring
 - Guaranteed access to tier 1/high quality curriculum
 - Enrollment in a summer program
- o The IASP shall remain in effect until such time as the student performance in the identified subject(s) increases to proficiency.

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.

- Retention decisions are determined by the SBLC.
- School personnel must notify the parent or guardian of any student retained.
- Additional promotion/retention decisions will use student achievement on grade-appropriate skills and attendance. The *Rapides Parish School Board Grading Policy* will be used to record student performance and attendance.

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.

- Retention decisions are determined by the SBLC.
- School personnel must notify the parent or guardian of any student retained.
- Additional promotion/retention decisions will use student achievement on grade-appropriate skills and attendance. The *Rapides Parish School Board Grading Policy* will be used to record student performance and attendance.

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.

- Additional Course Requirements

At the beginning of the course, each student will receive a course syllabus documenting all course requirements. Students will fulfill all requirements of the course in order to gain credit in a course even if they have a passing grade.

- Exemptions for Required Courses

Students may be exempt from the requirements in physical education only for medically documented reasons.

- Final Exams

Final exams must be given for each Carnegie subject, unless the student obtained an “A” average in the course. Students who have earned an “A” average may be exempt from the final exam in that course. Note: If the final exam is exempt because the student has obtained an “A” average in the course, the teacher of record must add the Y1 average from the gradebook as the final exam grade.

There will be no exam exemption for LEAP 2025, Advanced Placement and/or Dual Enrollment classes.

- Awarding ½ Unit of Credit

Two one-half units of credit may be awarded by the school for any one-unit course. These credits will be calculated by splitting the course into 2 halves with each including the final exam grade. To determine the final grade for one-half units of credit, the two nine-week grades are doubled, and the final exam counts as 1/5 of the grade.

Example: [Q1=50, Q2=52, Q3=61, Q4=61, X1=62] = Y1 57/F (full year scores)

Adjusted for Potential ½ Credit:

- $[2(Q1+Q2) + X1]/5 = S1$ or $[2(Q3+Q4) + X1]/5 = S1$
- $[2(50+52) + 62]/5 = 53.2$ F ... ½ potential Fall credit: 0 credit earned
- $[2(61+61)+62]/5=61.2$ D.... ½ potential Spring credit: ½ credit earned

- CLEP Exams for credit:

- The CLEP test will be used as a proficiency exam in Rapides Parish.
- A grade of P (pass) according to the Board of Regents standards will be entered on the student’s transcript and will not count in his/her overall GPA.

- Repeating a Course for which Credit has NOT been Awarded
 - All Carnegie units attempted by a student, including grades of F, will be printed on the transcript.
 - If a student completes a prescribed course, then the student's grade will reflect what was earned.
 - The cumulative grade point average (GPA) will be computed using letter grades earned (A, B, C, D, or F), including any grades of F earned if the course was originally failed then retaken, with the exception of repeat/deleted classes. Note: The Louisiana Office of Student Financial Aid does allow for repeat/delete courses in calculating the TOPS Core Curriculum GPA only to determine TOPS scholarship eligibility.
- Repeating a Course for which Credit has been Awarded
 - All Carnegie units attempted by a student, including grades of F, will be printed on the transcript.
 - The cumulative grade point average (GPA) will be computed using letter grades earned (A, B, C, D, or F), including any grades of F earned if the course was originally failed then retaken, with the exception of repeat/deleted classes. Note: The Louisiana Office of Student Financial Aid does allow for repeat/delete courses in calculating the TOPS Core Curriculum GPA only to determine TOPS scholarship eligibility.
- High School Student Classifications

High School Student Classification Chart	
Classification - Grade	Carnegie Unit Range
Freshman - 9th	0 – 5.5 Carnegie Units
Sophomore - 10th	6 – 11.5 Carnegie Units
Junior -11th	12 – 17.5 Carnegie Units
Senior -12th	18 or More Carnegie Units

- First time, first year high school students will be reported as freshman (9th grade or 9T) regardless of the number of credits accumulated before entering high school.
- 9T students who have earned 6 credits or more at the end of the first year in high school will enter the 9th grade cohort but will be classified as sophomores (10th).
- All Seniors may complete a Senior Portfolio as designated by each school as a prerequisite to walk for graduation ceremonies.

- Post-secondary Credits - Concurrent College or Dual Enrollment Courses
 - Students taking concurrent college courses are responsible for reporting those courses to be counted on his/her high school transcript.
 - If a college transcript is received by RPSB - all grades will be transcribed.
 - Each DE course will be 1:1 (one 3-hour credit course = 1 high school credit and one 1-hour = ½ high school credit).
 - There are two types of DE courses: academic and technical. Each has different eligibility requirements.
 - For academic courses - The minimum requirements set by the Louisiana Board of Elementary and Secondary Education are below. Individual colleges/universities may choose to have more rigorous requirements.
 - A minimum 2.5 cumulative high school GPA, as calculated by your high school, and
 - Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:
 - Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 ([link](#)) OR
 - Counselor recommendation based on overall student performance and grade trends in the subject
 - For technical courses:
 - Age 15 and up (younger by exception)
 - Good standing in high school
 - Meets general college admission requirements
 - Safety standards, if needed
 - Early College Admissions Requirements
 - If using SCA funds, all courses must be scheduled/transcribed.
 - Credit must be recorded on both the high school and college transcript.
 - Students enrolled in a dual enrollment class are subject to the attendance and withdrawal deadline rules of the college or university. Failure to comply with these rules will result in a grade of F for the college course.
 - If students are using SCA funds to pay for University Dual Enrollment, the

- school may assess per course fee. Students will be responsible for any additional expenses such as books, admission fees, etc.
- Students with IEPs must provide documentation to the college counselor who will evaluate and prescribe accommodations for the college courses and will provide them to the instructor.
 - Students who drop with a 'W' will be transferred to an equivalent high school course for high school credit. The college course grade percentage will be used in place of the missed high school course work.
- All students enrolled in a course for which there is a state administered LEAP 2025 are required to take the exam. The results shall count as the final exam for the course. If a course is failed but the LEAP 2025 was taken and passed, that LEAP 2025 score can be used as the final exam for the repeated course.
 - The minimum course requirements for graduation shall align with the state's requirements per cohort.
 - Ninth graders will be enrolled in the TOPS University curriculum until another pathway is chosen.
 - The following conditions shall be satisfied for consideration of the exemption of a student from completing the TOPS University curriculum.
 - During the second year of high school, the student and the student's parent or guardian can declare a Jump Start diploma track. A parent/guardian may request to declare a student's Jump Start diploma track during the first year of high school if the parent/guardian has been fully informed of the differences in the diploma pathways and the opportunities available to the student after completing each. The student, school counselor, and administrator must all agree that the chosen pathway is the most appropriate fit for the student.
 - During the meeting, the student's parent or guardian shall determine whether the student will achieve greater educational benefits by continuing the TOPS University curriculum or the Jump Start curriculum.
 - LDOE no longer suggests such a parental consent form, but instead suggests all such decisions be documented through updating an Individual Graduation Plan. The student, the student's parent or guardian and the school administrator/counselor shall jointly revise the Individual Graduation Plan.
 - A student in the Jump Start curriculum may return to the TOPS University curriculum in consultation with the student's parent or guardian and the school's administration/counselor.
 - A student who is 18 years of age or older and has attended high school for two years may request to be exempt from completing the TOPS University curriculum given that the parent/guardian has been notified.

- **DIPLOMA COURSE REQUIREMENTS** (see Appendix A)
- At the beginning of all Carnegie Unit courses, students will receive a syllabus outlining the grading policy.
- Students will fulfill all requirements of the course, as documented in the course syllabus, whether or not they need the credit in the course to satisfy requirements for promotion or graduation.
- Percentages (numerical grades) will be assigned and recorded in the electronic grade book for graded subjects during each grading term.
- The 4 nine-week numerical grades and the final exam grade (one-fifth of the final grade) will be averaged using numerical grades and converted to a final letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.
- One (1) proficiency exam (if applicable) and five (5) major grades will be recorded in the gradebook. All grades will be derived from the state approved curriculum. Categories will include major, minor, and proficiency exams, if applicable. The proficiency category will be weighted 15% and must have a maximum of 1 assignment. The major and minor categories will be weighted 85%, must have a minimum of 5 major assignments, and include projects, unit tests, performance tasks, culminating writing tasks, exit tickets, quizzes, etc. If a course does not have a proficiency exam, then the other categories will be weighted 100%.
- Teachers must update students' grades in the electronic grade book timely (within one week of the assignment/assessment due date) . This process will allow parents/guardians to have an accurate indication of their child's progress.
- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.

Example:

Numerical Averages: added together then divided by 5

Q1	Q2	Q3	Q4	X1/Final Exam	AVERAGE
78	92	83	85	68	81.2

Transcribed Grade = B

Graduation Ceremony Requirements

- Students will be allowed to participate in Commencement exercises only after successfully completing all graduation requirements outlined by the Louisiana Board of Elementary and Secondary Education (BESE), receiving an official graduation date in the Student Transcript System (STS), meeting the requirements of the *Rapides Parish Pupil Progression Plan*, and complying with the school's designated Commencement exercise prior to the scheduled graduation practice.

High School Time Requirements

- Students may not schedule a course for one-half (.5) Carnegie credit after five days of class meetings.
- Students who drop a full credit course after ten (10) days of class meetings will receive a grade of "F" on their transcript for that course. Administrative exceptions in the same content area may be made. Written parental permission must be obtained.
- Early Graduation

The Rapides Parish School District follows the procedures outlined in Bulletin 741 for acceleration in grades 9-12 concerning proficiency exams, college credit, advanced placement, College Level Entrance Proficiency (CLEP), and online or distance learning.

The Rapides Parish School District's local early graduation program provides high school students the opportunity to earn a high school diploma in less than four years by earning Carnegie credit in middle school and participating in virtual learning and dual enrollment.

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.

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.

- **GRADE/CREDIT RECOVERY:**

- At the discretion of the teacher of record, a student may be offered the opportunity to recover a failing grade (F). The appropriate Edgenuity course will be assigned to the student. Upon completing the term course, the teacher will print the completed Edgenuity report, update the grade in the gradebook, sign the Edgenuity report, and pass it on to the school's admin team for review and the updating of the student's historical grade.
 - Teachers will submit changes to the school principal or designee who sends submission to AAA (Assessment, Accountability, and Analytics).
 - The student's final recovered grade will be based on performance and completion of the teacher assigned work in Edgenuity and may not exceed a C average.

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.

School counselors and/or administrators will document the one required middle school career-related activity in each student's IGP.

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.

- A. For in-district transfers, no student shall be dropped until a transfer request is received by the newly enrolled school or the student has 30 consecutive absences. Students will be marked absent until enrolled in another site.
- B. Accredited, approved Out-of-State Schools (public/non-public)
 - 1. Parents/guardians have 20 calendar days to provide all enrollment documentation. Adjustments to the student's schedule may be necessary upon receipt of official documentation.
 - 2. The Office of Child Welfare and Attendance/Homeless, in conjunction with JB Lafargue, will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.
- C. Accredited, approved In-State Schools (public/non-public)
 - 1. Parents/guardians have 20 calendar days to provide all enrollment documentation. Adjustments to the student's schedule may be necessary upon receipt of official documentation.
 - 2. Students transferring or dropping from a school must meet all obligations to that school – payment of fees, return of textbooks, return of fundraiser items or monies, etc.
 - 3. Students with outstanding financial obligations to the school from which they are transferring may be permitted to arrange a payment schedule to be completed within a specific timeline.
 - 4. In accordance with La. R. S. 17:146, students who are suspended for damage to property are not to be admitted to a school until full payment for the damage has been made. They must meet all financial obligations to the school and district before they can graduate or receive a diploma.
 - 5. The Office of Child Welfare and Attendance, in conjunction with Homeless and JB Lafargue, will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.
- D. Approved Home Study (in/out of state) or Unapproved Non-Public Schools
 - 1. Students in grades K-12 will be required to take at least one placement test.
 - 2. Kindergarten and 1st grade students will be assessed using the *Rapides Parish School District Kindergarten Skills Assessment* in ELA and math to determine readiness at school of enrollment.
 - a) Kindergarten students must be five years of age by September 30th to enter

Kindergarten.

- b) First grade students must be six years of age by September 30th to enter 1st grade.
- 3. 2nd grade students will be assessed using a diagnostic assessment in ELA and math to determine readiness at school of enrollment.
 - a) Second grade students must be seven years of age by September 30th to enter 2nd grade.
- 4. Students entering grades 3, 4, 6, 7, and 8 will be administered the diagnostic assessment to determine placement.
- 5. Students entering grades 5 and 9 will be administered the LEAP Placement Test to determine placement.
- 6. The Office of Child Welfare and Attendance, in conjunction with Homeless and JB Lafargue, will determine placement of transfer students who have been expelled and have not completed expulsion requirements or who have been incarcerated and/or institutionalized.

E. Procedure for Determining Carnegie Credit for Transfer Students

- 1. Unapproved schools, foreign systems, or home study programs - The student must provide documentation that indicates each high school course completed through the home study program or unapproved non-public school.
- 2. students must pass District Proficiency Exams to be eligible for any Carnegie Unit credit.
 - a) The receiving or enrolled school will administer the District Proficiency Exams for each course in which the student is claiming credit. The District Proficiency Exams may be either state-generated or teacher-generated exams. All teacher-generated exams are submitted to the State Department for approval prior to administering.
 - b) District Proficiency exams for Carnegie Units will be administered based on documentation provided by the parent/guardian to the Testing Office. The student must score 60% or above to receive a Carnegie credit.
 - c) A grade of "P" for passing, not the student's GPA, will be entered on the transcript, and will not be used in the calculation of a student's GPA.
 - d) For the current year, the student will be enrolled in classes at the receiving school; if there is no forwarding grade, no grade will be recorded for past grading periods. The student must pass the final exam of the course with a 60% to receive credit. If the final exam is passed, the final transcript grade will be averaged from grades received in the school of enrollment, including the final exam.

3. Approved non-public school – student’s grades will be accepted.

F. Transfers of students with an IEP - The Rapides Parish School District will follow the procedures described in *Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with an IEP.

1. In-State Transfers

- a) Students with an IEP who transfer from another district in Louisiana shall be provided services that are comparable to those received in the previous district, until Rapides either:
 - (1) adopts the student's IEP from the previous public agency; or
 - (2) develops and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)
 - (3) If a student with an IEP transfers to a school that does not have a qualified placement or appropriate classroom, JB Lafargue should be contacted.

2. Out-of-State Transfers

- a) The records of out-of-state transfers will be reviewed by designated pupil appraisal staff. If records received do not indicate compliance with Louisiana Bulletin 1508 criteria, the student shall be offered either interim placement in a special education program while an evaluation is completed OR shall be referred to SBLC, which will review student information and follow procedures outlined in the SBLC handbook.
 - b) Additionally, interim IEPs may be considered for students who enroll in public school with no record or history of services but show signs of significant disabilities.
 - c) If a student with an IEP transfers to a school that does not have a qualified placement or appropriate classroom, JB Lafargue should be contacted.
- For students in grades K–5, once the assessment results are received, if the student does not achieve a “Mastery” level of proficiency on state literacy and/or assessment scores and is either promoted or retained, then:
 - The student shall be provided an Individual Academic-Support Plan (IASP), reviewed with and signed by the student’s parent or legal custodian by October 1st.
 - The plan must outline at least two allowable interventions/supports that include:

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
- Guaranteed access to tier 1/high quality curriculum
- Additional in-school support
- The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels.
- A student entering 9th grade must meet state-mandated requirements of scoring Basic/Basic or Basic/Approaching Basic in ELA and math on the LEAP 2025 assessment in order to meet promotion requirements.
 - If a student entering 9th grade transfers into the district without having taken the 8th grade LEAP 2025 assessment, the District Office will administer the LEAP Placement Test. The student must score at least Basic in both ELA and Math, or Basic in one and Approaching Basic in the other. If the student has LEAP 2025 scores from the previous year, those may be used instead of the placement test.
 - If the student fails to meet the minimum requirement they will be required to attend remediation in ninth grade. Students with disabilities attending remediation shall receive special support as needed. Remediation will occur between the end of LEAP 2025 testing and October 1 of the following academic year.
 - If the 9th grade student transfers into the District from another state, country, home schooled or private school after the completion of summer remediation, the District shall administer the LEAP Placement Test.
 - If the student passes the LEAP Placement Test, they will enter as a ninth grader or transitional ninth grader.
 - If the student fails to meet the state-mandated requirements, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning. Such placement shall occur on or no later than October 1 of the school year. See Bulletin 1566, section 701.
 - If the 9th grade student enters the school system after October 1st the student will take the LEAP Placement Test administered by the District Testing Coordinator.
 - If the student receives the required scores, he/she will be enrolled in classes at the receiving school.
 - If the student does not achieve the required scores, the student will be referred to the receiving school’s SBLC for placement into the 9T program. No grade will be recorded for all prior grading periods.

- The transcript grade will be averaged from the grades (including the final exam) received in the school of enrollment.
 - A 9th grade student transferring from a public or approved non-public school who is currently enrolled in a transitional 9th grade (9T) program will remain in the 9T program at the receiving school.
- EL Transfers
 - All ELs transferring in from another state will be assessed with the English Language Proficiency Screener (ELPS).
 - If a previously identified EL has current English Language Proficiency (ELPT) scores, or language proficiency test scores from another state, those scores may be used to temporarily place the EL as an identified EL. Other placement considerations include previous academic transcripts and actual age of the student. The ELPS will be administered by an EL teacher.
 - If a student transfers into the district without ELL identification, EL Placement is based on results obtained through the English Language Proficiency Screener (ELPS) screening instrument. Grade placement will be according to chronological age.
 - An EL in grade K through 8 entering the school system with no official academic records, will be placed in a grade appropriate to his/her chronological age.
 - An EL, 15 years of age or older, entering the school system with no official transcripts or records, will be placed in the appropriate program of studies within grades 9/9T-12, and must complete all BESE requirements to receive a diploma. Scheduling and all decisions and recommended accommodations will be reviewed at frequent and regular intervals and adjusted to meet the needs of the EL.

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 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.

- Promotion decisions for all students in Kindergarten through eighth grade with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and/or talented and who has no other exceptionality, will be made by the SBLC.
- SBLC is a general education, data driven, decision-making committee. The SBLC reviews and analyzes all data to determine the most beneficial option for the student. It is a committee composed of building level professional personnel including the chairperson, principal and/or designee, referring teacher, and other appropriate personnel.
- The SBLC should consider the following factors when a student is being considered for administrative promotion to the next grade.
 1. Student's chronological age in relation to peer group
 2. Achievement test scores and/or screeners
 3. Parental input
 4. Provision for remediation
 5. Social maturity

6. Physical maturity
7. Attendance
8. Health problems
9. Psychological testing, if available

Identification of Possible Language Minority Students

- All new incoming students (including foreign exchange students) must complete a Home Language Survey (HLS) as part of the enrollment and registration process.
- The HLS then becomes part of the permanent record of each student.
- The HLS includes three questions: What is the first language this child learned to speak? What language does this child speak most often outside of school? What language is usually spoken in this child's home?
- If the answer to any question indicates a language other than English, the student is identified as a language minority and referred to "Teaching English Language Learners" (TELL) department, for language proficiency screening by a certified English Second Language (ESL) teacher. Foreign exchange students must follow this same procedure.
- In addition, the Family Interview Form may be used to clarify language use in the home.

Limited English Proficiency (LEP) Determination - Age Appropriate Procedures

- EL Teachers administer the English Language Proficiency Screener (ELPS) to assess the English language proficiency level and status of the possible EL, who may be categorized as Emerging, Progressing or Fully Proficient.
- The EL Department codes the language minority student as LEP in the Student Information System (SIS), and prepares all mandated documentation.
- At the beginning of the school year, the timeline for administering ELPS and parental notification is 30 days. During the school year, it is 2 weeks.

Chronological Age Appropriate Placement of Identified English Learner (EL)

- Yearly Parental Notification - Parents must either accept or refuse English Second Language (ESL) services in writing at the time of initial screening, and again at the beginning of each new school year. A parent may request or refuse EL services at any time.
- Accept EL services – The district provides transportation for the EL to attend the nearest EL school site, where EL and core teachers collaborate to provide instruction based on test results and individual needs. The EL takes the English Language Proficiency Test (ELPT) every year until he/she exits LEP status.
- Refuse EL services - The EL remains at the zoned school, where core teachers are

responsible for EL academics, documenting in lesson plans accommodations and EL teaching strategies used to provide comprehensible input to the EL, and follow all protocols related to EL instruction, grading, and testing. The EL takes the ELPT every year until he/she exits LEP status.

- EL K-8 Placement - Dependent upon appropriate chronological age and school transcript, if provided, an entering EL was previously misplaced by chronological age, the EL must be correctly placed at the time of registration.
- EL 9-12 Placement
 1. Dependent upon appropriate chronological age and/or awarded credits per the academic transcript.
 2. For an immigrant EL, the International Transcript Guide may be used to award credit.
 3. An entering EL aged 15 or older must be placed in grades 9-12.
 4. EL without transcript must be placed in grade 9/9T.
- **EL Accommodation Plan** - Provided by the LDOE
 1. At the start of each school year, a completed and signed *English Learners (EL) Accommodation Checklist* is filed in the EL's orange folder, and EL office. This EL Accommodation Checklist provides information on language level, standardized and core accommodations, federal guidelines, and suggested use of participation or achievement grades.
 2. EL teacher document EL accommodations in SIS
 3. Core teachers, regardless of EL acceptance or refusal, provide EL accommodations as documented in the core lesson plans.
- Specialized Language Program/Instructional Program
- Responsibility - The Rapides Parish School District provides an adequate program of instruction in which the EL student can be successful. Each school is accountable for compliance with EL related state and federal guidelines, and quality delivery of the EL instructional program.
 1. **Translation** - Four district translators are available for translation services between parent and teacher. Pockettalk Plus, a voice/text translator, is used at all schools for registration, document sharing, and conversations.
 2. **EL teacher Requirements** - fluent in each of the four language domains (listening, speaking, reading, and writing), hold a valid Louisiana teaching certificate and certification in EL (Louisiana's EL certification requires 4 EL certification classes).

3. **General Education** teachers -core teachers of ELs – modify instruction, pacing, materials, assessments and grading practices as necessary and appropriate to meet the educational needs of their student ELs, and allow ELs to demonstrate their knowledge and skills, as appropriate, in their primary language or in oral, rather than written English.
 4. **EL teachers** – Support ELs and core teachers as they provide focused language interventions for ELs in a push-in or pull-out intervention model - small groups of ELs during non-core content courses, and may push-in to core classes to provide focused language support to ELs during grade-level curriculum. Teacher collaboration is essential.
 5. **Elementary K-6 EL** - Program delivery models include a combination of EL pullout for intense English instruction, EL push-in collaboration between core and EL teachers, and modified versions of sheltered instruction. EL instructional time is related to individual needs of each EL. Beginner ELs may require up to 2 hours of EL instruction, Intermediate ELs one to 1 ½ hours, and Advanced ELs may require 30 minutes.
 6. **Middle School Instruction 6-8** – Beginner and Intermediate ELs are scheduled into EL during double blocked Language Arts. EL teacher uses pullout and push-in EL instructional methods. Accommodations and instructional strategies are applied according to student need. ELs have access to all school activities.
 7. **Secondary EL Classes 9-12** - Secondary EL teachers conference with core teachers to monitor progress of ELs, assist in collection and storage of grades, recommend parent conferences and tutoring, support interventions for struggling ELs, to ensure that Beginning level ELs are scheduled into the least language dependent courses. Collaborate with high school teachers to modify instruction, pacing, materials, assessments and grading practices to meet student needs.
- **EL Classes** – EL teachers, guided by Louisiana’s English Language Proficiency Standards (ELPS), provide intense instruction in all four domains of language, “Newcomer” vocabulary, and school orientation.
 1. **Newcomer Classroom** - Middle and High School
 - Recent immigrants with limited English proficiency and limited formal education
 - Student has Interrupted Formal Education (SIFE)

- ELPS score is Emerging
 - Student has never been enrolled in a US school or enrolled for less than one school year in a US school
 - Student Age – Middle School – 11-14 by September 30
 - Student Age – High School – 15-19 by September 30
 - Students attend a Newcomer class part of the day and attend regular core classes for the remainder of the day.
- **SPED/EL** - An EL receives special education services (SPED)
1. **ELs are assessed** according to special education procedures and must involve recommendation, input and collaboration from the EL Coordinator, EL teacher and Core teachers.
 2. **Intellectual ability** must not be determined using a language-dependent instrument, if it has been determined that the student is an EL. (*Refer to the Louisiana Guidelines for Identification and Instruction of English Language Learners with Disabilities*).
 3. Grading and Promotion
 4. Report Card Accommodation Coding – Documentation of classroom accommodations shall be made on student report cards by marking the comment code 70: *Grade reflects instruction with the use of modifications*.
 5. ELs should receive a grade based on the ELPT Performance Level Descriptors. EL student grades should **reflect** their linguistic accommodations and modifications.
 6. Any EL, unable to comprehend the language of instruction due to limited English proficiency, must not be assigned failing grades in the content area subjects, unless.
 - Core teacher provides documentation of modified instruction in line with the *English Learners (EL) Accommodations Checklist* and ELPT Grade Level Descriptors.
 - The EL has not made a reasonable effort despite EL accommodations.
 - There is documentation of on-going consultation with the EL teacher regarding appropriateness of assessments and modified instructional strategies as they relate to EL's proficiency levels of language development
 7. **Lower Elementary ELs** – Beginning and Intermediate Level – Assign S/U participation grades based on cooperation, effort, and successful participation in classroom assignments to the degree the student's English language

proficiency permits. This allows for a rigorous instructional program and provides essential information on academic performance.

8. **Elementary ELs - Advanced Level** – Achievement grades assigned in all subjects, with appropriate accommodations.
9. **Secondary ELs** - End-of-semester or end-of-year evaluations should weigh more heavily than those at the beginning of the school year/semester, and if needed, the SBLC will confer and determine the method for assigning the final grade.

○ **High Stakes Testing for ELs**

1. For an EL to receive acceptable accommodations/modifications on any state test, it must be formally documented that the EL received those accommodations or modifications in the core classroom during the school year.
2. ELs annually participate in all required state/standardized testing (including ELPT). Statewide assessment scores of ELs who have been in school in the U.S. schools for less than 12 months will be exempted from state accountability system calculations when the school codes test documents with the code 81.
3. Only Special Education ELs may receive testing accommodations on ELPT, as documented on the IEP and used in the classroom during the school year.
4. Parents and students must be notified of ELPT scores in a language they understand.

○ **Exit Procedure from EL Status**

1. The Office of Civil Rights (OCR) guidance – ELs can exit a language program when they attain levels of English proficiency in listening, speaking, reading, writing and comprehension which allows meaningful participation in general education classes, and reach academic achievement levels commensurate with that of their English-speaking counterparts.
2. The English Language Proficiency Test (ELPT) score must be a 3 overall which means a 4 or 5 in all four language domains.
3. Once the district receives the ELPT scores of students meeting the exit criteria, EL teachers document the exit date on the EL's cumulative folder, compile all mandated documentation, and files it in cumulative folders. Parents or guardians receive a copy of the EL exit letter.

○ **Monitor Process of Former EL**

1. EL may exit LEP status by meeting the state exiting criteria.
2. Coding - Once a student exits the LEP/EL status, the EL Department

codes the new Fluent English Speaker (FES) as 01 (English), signaling the district and LDOE to monitor for two years.

3. If academic progress is not met at any time during the two-year documented monitoring process, former ELs may be reclassified.
 - EL teachers or designated staff must implement Monitor 1 and Monitor 2 documentation forms at the beginning of the first year of monitoring, complete at the end of each 9 weeks, and continue through year 2.
4. Monitored students do not take the ELPT or receive accommodations
5. Final Exit - At the end of two (2) years, the district no longer receives federal funds for the former EL, documentation is stored in the Former EL's cumulative folder.

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.

RPSB Alternative Education Programs

Rapides Alternative Positive Program for Students (RAPPS)

The Rapides Alternative Positive Program for Students is the district's alternative education site that oversees students who are expelled, suspended, in transition, or in need of temporary alternative education due to exigent circumstances.

Grades Served: 1-12 Instruction:

- Grades 1-5: Face-to-face core instruction using Tier I curricula.
- Grades 6-8: A hybrid instructional model with Edgenuity, Guidebooks, Readworks, Grammar Skills, Scoology, iReady, and traditional instruction.
- Grades 9-12: Online instruction through Edgenuity and Google Classroom. Students are assisted by teachers in each subject as they navigate through the scope and sequence of each curriculum.
- Differentiation and one-on-one remediation provided for all students.
- Course alignment with the Louisiana State Standards in all core classes.
- Core content available online so that students can work at any location and at any time.
- Meets national and state standards and includes all courses necessary to meet graduation requirements and qualify for TOPS.
- All students will receive Drug Education through a curriculum written by Foundation for a Drug Free World.
- All students will receive behavior support through Ripple Effects and SafeSchools.

- Courses not offered at R.A.P.P.S., but offered at a student's zoned-school, may be supported by the student's zoned school.
- As indicated by student's IEP/IAP, students in Special Education and Section 504 will receive accommodations and modifications.
- All coursework must be completed by the last day of each school year.
- Promotion and Retention
 - Because R.A.P.P.S. is a program and not a school, students' promotion and retention are the decision of their enrolled-school.

Rapides Parish Virtual Program

The Rapides Parish Virtual Program is an innovative educational program offered by the Rapides Parish School Board through zoned schools to its students. The Virtual Program has been developed to facilitate education to students who perform better through online instruction.

Grades Served: 9-12 Instruction:

- Grades 9-12 – An online model where students are independently working on Edgenuity and Google Classroom in each course. Teachers have office hours daily that allow students to interact with a teacher for additional assistance in their course(s).
- Students remain assigned to their enrolled-school while attending either program.
- Students who are performing below proficiency may be removed from this learning option at the discretion of the school administration.
- Both programs follow the district's grade scale for regular courses.
- Both programs are in sync with the district regarding the scope and sequence of each curriculum.
- There are no costs associated with enrollment in either program; however, students are financially responsible for the loss of a device.
- All coursework must be completed by the last day of each school year.

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.

Due Process Policy

- A review of policies in the Pupil Progression Plan 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 may be initiated by the student's parents/guardians by submitting a written request to the student's principal.
- Grievance Procedure:
 - Upon receipt of this request, the principal will initiate a conference within 10 school days. The principal will invite the parent/guardian, as well as an appropriate teacher(s) or supervisor, or both, to attend the conference.
 - The principal has five (5) days following the initial conference to render a decision concerning the grievance.
 - In the event the aggrieved person is not satisfied with the disposition of his/her grievance, or if no decision has been rendered within the five (5) days by the principal, the aggrieved person may appeal to the Superintendent within ten (10) days. The appeal must be in writing and give details as to why the decision was unsatisfactory.

**Superintendent of Schools
Rapides Parish School Board
P.O. Box 7117
Alexandria, LA 71306-7117**
- In the event the aggrieved person is not satisfied with the request, the superintendent will place the grievance on the agenda for the next regularly scheduled meeting of the Rapides Parish School Board.
 - The portion of the meeting that pertains to the grievance will be a closed meeting if requested (See Policy, File: BCBK). Minutes of the closed meeting will be kept and a copy afforded the aggrieved person.
- Due process procedures for exceptional students must be consistent with those described

in the approved *Individuals with Disabilities Education Act (IDEA Part B* and Louisiana Bulletin 1706) and Louisiana Educational Rights of Children with Disabilities handbook.

- Due process procedures are consistent with those described in *Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act, IDEA Part B* and Louisiana Bulletin 1706.
- The Rapides Parish School District's policies on due process procedures as related to student placement are as follows:
 - Regular education students - No change in placement of a student shall be made without official notice to parent or guardian.
 - Students with disabilities- The rights of due process for students identified as special education shall not be abridged by this process and shall be consistent with rights defined in individuals with Disabilities Education Act (IDEA) and Louisiana Bulletin 1706) and Louisiana Educational Rights of Children with Disabilities handbook.
 - Section 504 students - Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973 (dyslexia, AD/HD and other related disorders).

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*

Rapides Parish Uniform Grading Policy

Rapides Parish shall use the state's uniform 10 point grading system for students enrolled in all grades K - 12 for which letter grades are used in accord. [R.S. 17:7(31)(A)] (Bulletin 741 §2302. Uniform Grading Policy) Note: Quarter grades cannot be greater than 100 percent.

- Quarterly proficiency exams given to students must be recorded in the gradebook.

Grading for Students with Disabilities (IDEA or Section 504):

- Special education students taking the Louisiana alternate assessment (LEAP Connect) may

receive grades of S, NI, and U based on a decision by the IEP Committee, with the exception of those courses earning an experience credit to receive to earn a Jump Start Diploma. Those expectations will be awarded a letter grade.

- For students with disabilities, all modifications and/or accommodations listed on each student's Special Education IEP or Section 504 IAP must be provided in the student's educational program.
- The grade earned by a student on activities, wherein modifications and/or accommodations are applied, shall be the student's grade of record. When the student completes an activity that has not been modified and then performs the same activity with modifications, the grade earned on the modified activity shall become the recorded grade.
- Teachers should document the provision of modifications and/or accommodations on student report cards by marking the appropriate comment code.
- In an inclusive classroom, the grade is the result of collaboration between the regular and special education teachers. If the child is in the regular classroom with no inclusion services, the grade in that subject(s) is assigned by the classroom teacher. If the child is pulled out of the regular classroom and receives all instruction from the special education teacher, that teacher assigns the grade and appears on the report card as the teacher of record for that subject(s).

Home Learning (Policy IHB)

- Keeping in mind that the student spends seven (7) hours per day in school and approximately one additional hour traveling to and from school, a reasonable time frame shall be established for home assignments. The following time frames shall be the maximum spent on home assignments.
 - K-2 30 minutes maximum (for all subjects combined)
 - 3-5 45 minutes maximum (for all subjects combined)
 - 6-8 60 minutes maximum (for all subjects combined)
 - 9-12 120 minutes (for all subjects combined)
- Teachers may give bonus points. Those points shall be curriculum related and of minimum benefit not to exceed 10% of the total possible points for the grading period.
 - Grades must not exceed 100%.
- Papers from which grades are recorded must be kept on file in the school through the first nine weeks of the following school year.

Kindergarten

- A kindergarten standards report on progress will be sent home at the end of each grading period. The final Progress Report will denote promotion status.
- All kindergarten students are recommended to progress to first grade

NUMERICAL GRADES will be assigned and recorded in the electronic grade book according to the grade level below.

- **GRADES 1-2**

- Students in grades 1 and 2 will receive a grade in ELA (Reading, Writing, Language) Math, Science, and Social Studies.
- Five (5) major grades and weekly minor grades per nine weeks will be recorded for ELA and Math will be derived from Tier I curriculum. Courses without proficiency exams will have 2 categories - major and minor. The major category will be weighted 80%, must have a minimum of 5 assignments, and include projects, unit tests, performance tasks, culminating writing tasks, etc. The minor category will be weighted 20%, should have a grade each week, and include exit tickets, quizzes, etc.
- Science/Social Studies will receive a grade of Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U).
- Major courses are ELA and Math.

- **GRADES 3-5**

- Students in grade 3 will receive grades in, ELA, Math, Science, Social Studies, and Health/PE.
- One (1) proficiency exam (if applicable), five (5) major grades, and weekly minor grades will be recorded in the gradebook per content. Categories will include major, minor, and proficiency exams, if applicable. The proficiency category will be weighted 15% and must have a maximum of 1 assignment. The major category will be weighted 65%, must have a minimum of 5 assignments, and include projects, unit tests, performance tasks, culminating writing tasks, etc. The minor category will be weighted 20%, must have weekly assignments, and include exit tickets, quizzes, etc. If a course does not have a proficiency exam, then the major category will be weighted 80% and the minor category will be weighted 20%.
- Health/PE will receive a grade of Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U).
- Major courses are ELA and Math.

- **REMINDERS FOR GRADES 1 - 5**

- Teachers must update students' grades in the electronic grade book in a timely manner (within one week of the assignment/assessment due date). This process will allow parents/guardians to have an accurate indication of their child's progress.
- In order to assign grades, all writing assignments and projects must use a rubric with specific criteria aligned to state standards.
- At the end of each grading period, the numerical grades will be averaged. The decimal .5 or higher will be rounded up to the next whole number.
- The four (4) nine-week numerical grades will be averaged and that numerical average will be converted to a letter grade. The decimal .5 or higher will be rounded up to the next whole number

Example: $78 + 92 + 83 + 80 = 333$ divided by 4 = 83.2 (83 B)

- **GRADE 6**

- Grade 6 housed in an elementary school will follow the grades 1-5 requirements. Those housed on a middle school campus will follow the grade 7-8 requirements.
- Health/PE will receive a numerical/letter grade.
- Major courses are ELA and Math.
- Teachers must update students' grades in the electronic grade book in a timely manner (within one week of the assignment/assessment due date) . This process will allow parents/guardians to have an accurate indication of their child's progress.
- Grade 6 students taking a Carnegie unit course will be given a final exam to calculate the final average of the course and to award the Carnegie unit.

- **GRADES 7 - 8**

- Numerical grades will be assigned and recorded in the electronic grade book for all subjects during each grading period. Final exams will only be given in all Carnegie Unit courses.
- A syllabus, which includes the grading policy for the course, will be provided at the beginning of all Carnegie Unit courses.
- Final exams must be given for each Carnegie unit course at each grade level unless the student obtained an "A" average in the course. Students who have earned an "A" average may be exempt from the final exam in that course. The Y1 average from the gradebook will be recorded as the final exam grade.

- One (1) proficiency exam (if applicable), five (5) major grades, and weekly minor grades will be recorded in the gradebook per content. Categories will include major, minor, and proficiency exams, if applicable. The proficiency category will be weighted 15% and must have a maximum of 1 assignment. The major category will be weighted 65%, must have a minimum of 5 assignments, and include projects, unit tests, performance tasks, culminating writing tasks, etc. The minor category, weighted 20%, must have weekly assignments, and include exit tickets, quizzes, etc. If a course does not have a proficiency exam, then the major category will be weighted 80% and the minor category will be weighted 20%.
- Major courses are ELA and Math.
- Teachers must update students' grades in the electronic grade book in a timely manner (within one week of the assignment/assessment due date). This process will allow parents/guardians to have an accurate indication of their child's progress.
- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.
- The 4 nine-week numerical grades will be averaged and that numerical average will then be converted to a letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.

Example of Numerical Averages: added together then divided by 5

Q1	Q2	Q3	Q4	Final Exam	AVERAGE
78	92	83	85	68	81.2

Transcribed Grade = B

- To determine a semester (1/2 credit), the numerical grades will be averaged. The nine week grades will be doubled and the final exam will count once. The decimal .5 or higher will be rounded up to the whole number.

● **GRADES 9 - 12**

- At the beginning of all Carnegie Unit courses taught in Grades 9-12, a syllabus that includes the grading policy for the course will be provided.
- Numerical grades will be assigned and recorded in the electronic grade book for all subjects during each grading period.
- One (1) proficiency exam (if applicable) and five (5) major grades will be recorded in the gradebook per content. All grades will be derived from the state approved curriculum. Categories will include major, minor, and proficiency exams, if applicable. The proficiency category will be weighted 15% and must have a maximum of 1 assignment. The major category will be weighted 85%, must have a minimum of 5

assignments, and include projects, unit tests, performance tasks, culminating writing tasks, etc. If a course does not have a proficiency exam, then the major category will be weighted 100%.

- Teachers must update students' grades in the electronic grade book timely (within one week of the assignment/assessment due date) . This process will allow parents/guardians to have an accurate indication of their child's progress.
- A state aligned rubric with specific criteria must be utilized to assign grades to all writing assignments and projects.
- The 4 nine-week numerical grades and the final exam grade (one-fifth of the final grade) will be averaged using numerical grades and converted to a final letter grade for transcription purposes. The decimal .5 or higher will be rounded up to the next whole number.

Example of Numerical Averages: added together then divided by 5

Q1	Q2	Q3	Q4	Final Exam	AVERAGE
78	92	83	85	68	81.2

Transcribed Grade = B

- Students will fulfill all requirements of the course - as documented in the course syllabus, whether or not they need the credit in the course to satisfy requirements for promotion or graduation.

OTHER GRADING CONSIDERATIONS

- No school board member, school superintendent, assistant superintendent, principal, professional school counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501)
- Grade Errors:
 - If it is determined that the grade is an error or that the grade is demonstrably inconsistent with the district's or teacher's grading policy directly or indirectly, then that grade will be changed by the appropriate district personnel (Bulletin 1566 §501 C.)
 - If a grade needs to be changed, a school-level grade change form must be completed with appropriate signatures. This action must be completed by September 1 of the following school year. In order for a grade to be changed, it will have to be cleared

through the assigned professional staff and the principal.

- Students with Disabilities

- Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and talented and who has no other exceptionality, will be made by the SBLC.
- A student who falls under Act 833 and takes an EOC course with their EOC course indicated as an April Dunn course on their IEP, the final exam will only count 5%. The resulting calculation is the final course grade according to Bulletin 741.
- Administrative promotions will be made through the SBLC process for grades K-8, and should consider the following factors:
 - Student's chronological age in relation to peer group
 - Achievement test scores
 - Parental input
 - Provision for remediation
 - Social maturity
 - Physical maturity
 - Attendance
 - Health problems
 - Psychological testing, if available

- GRADE/CREDIT RECOVERY:

- At the discretion of the teacher of record, a student may be offered the opportunity to recover a failing grade (F). The appropriate Edgenuity course will be assigned to the student. Upon completing the term course, the teacher will print the completed Edgenuity report, update the grade in the gradebook, sign the Edgenuity report, and pass it on to the school's admin team for review and the updating of the student's historical grade.
 - Teachers will submit changes to the school principal or designee who sends submission to AAA (Assessment, Accountability, and Analytics).
 - The student's final recovered grade will be based on performance and completion of the teacher assigned work in Edgenuity and may not exceed a C average.

- ELEVATE

- Upon completion of the summer session, the student will have earned an IBC and credit (080202 CDF-Qualifying CTE Internship I - 1 CREDIT).
 - School counselors must add the credit and report to district personnel before August 30, following the summer session. The
 - The IBC coordinator must add the IBC and report to district personnel before August 30, following the summer session.

Retention Policy K-8

A student may only be retained once in K-3 and once in 4-8.

Students in Grades K-2

1. It is not recommended that a kindergarten student be retained.
2. Retention is required for all second grade students who do not score above the lowest performance level on the LDOE end of year literacy screening and do not meet the criteria for a good cause exemption.

Students in Grades 3-8

3. Pending a review by the SBLC, students may be retained if they meet the following conditions:
 - fail two major subjects: ELA and Math
 - fail ELA and two minor subjects (Science and Social Studies),
 - fail to meet attendance requirements, or
 - fail to meet the LDOE literacy screening guidelines for promotion to 4th grade without good cause according to *Bulletin 1566*.
 - Promotion to Fourth Grade for Good Cause.
 - A student who does not meet the literacy criteria for promotion may be promoted to fourth grade if the student meets the following condition:
 - A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.
 - An IEP indicates that the screener is not appropriate for the student with a disability.
 - A student with an IEP or 504 Plan has received intensive reading intervention for two years and still scores at the lowest achievement level on the literacy screener.

- A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
- A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained in kindergarten, first, second, or third grade. For the purposes of this Section, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.
- A student has been diagnosed with dyslexia.
- The student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment. Alternative assessments will be presented for BESE approval upon recommendation of LDOE. A student scoring Mastery on the English language arts section of the LEAP 2025 assessment may be considered for promotion.

MTSS - Schools will utilize strategies from their Multi-Tiered Systems of Support (MTSS) plan to intervene in mathematics, reading, and writing. Students' progress will be monitored periodically between grading periods to determine the effectiveness of intervention strategies utilized. Student intervention may continue, change, or discontinue based upon student progress, monitoring results and academic performance. Research based programs and strategies will be utilized by teachers to provide for additional instruction both in the regular classroom and in pull-out settings for those who need additional instruction (Tier I, Tier II and Tier III).

Pupil Progression Elementary Program of Study Requirements

Rapides Parish has requested a waiver for the elementary foreign language requirement.

Time Recommendations for Pre-Kindergarten

Student Initiated Activities	40-50%	150-195 minutes
Teacher Directed Activities	25-35%	90-135 minutes
Snack, Restroom	10%	40 minutes
Rest Time	15%	60 minutes

Time Recommendations for Kindergarten

Subjects	Periods Per Week	Minimum Minutes
ELA (Includes Reading, Reading Foundations, Writing, and Handwriting)	5	200*
Mathematics	5	70
Health/P.E	5	30
RTI/ HDT	5	30
Science	5	25*
Social Studies	5	25*
TOTAL:		380

**Students who are below level in ELA or Math will not have extended Science and Social Studies 50 minutes and will receive additional RTI.*

- Students in Kindergarten will follow a state approved Tier 1 Curricula.
- Reading Foundations will be based on the Science of Reading and incorporate the following components: phonemic awareness, phonological awareness, and fluency. Teachers will engage students in whole group shared reading instruction, small group instruction/literacy work stations, and student independent reading.
- Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, may guide daily focused lessons.
- ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading.
- 120 minutes a week of Performing/Visual Arts will be embedded in the required subjects. Kindergarten shall provide 60 minutes of instruction in the performing arts and 60 minutes of instruction in the visual arts each week.
- RTI and Enrichment time can be embedded into the math, reading foundations, or English Language Arts as determined by needs of students throughout the year based on data.

- Subject to review and approval of the District , teachers may vary the daily schedule for the various subject time recommendations as long as the weekly aggregate of time for each subject is met.

Time Recommendations for Grades 1-2

Subjects	Periods Per Week	Minimum Minutes
ELA (Includes Reading, Reading Foundations, Writing, and Handwriting)	5	190
Mathematics	5	70
Science	5	30*
Social Studies	5	30*
Health/P.E	5	30
RTI/ HDT	5	30
TOTAL		380

**Students who are below level in ELA or Math will not have extended Science and Social Studies 50 minutes and will receive additional RTI.*

- Students in elementary will follow a state approved Tier 1 Curricula.
- ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.
- Reading Foundations will be based on the Science of Reading and incorporate the following components: phonemic awareness, phonological awareness, and fluency. Teachers will engage students in whole group shared reading instruction, small group instruction/literacy work stations, and student independent reading.
- Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.
- RTI and Enrichment time can be embedded into the math, reading foundations,

or English Language Arts as determined by needs of students throughout the year based on data.

Time Recommendations for Grades 3

Subjects	Periods Per Week	Minimum Minutes
ELA (<i>with Writing & Cursive</i>)	5	155
Mathematics	5	75
Science	5	45
Social Studies	5	45
Health/P.E	5	30
RTI/ HDT	5	30
TOTAL:		380

- Students in elementary will follow a state approved Tier 1 Curricula. ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.
- Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.
- RTI and Enrichment time can be embedded into the math or English Language Arts as determined by needs of students throughout the year based on data.
- Effective July 1, 2017, RS 17:266 - Cursive writing shall be taught in all public schools. Each public school shall ensure that such instruction is introduced by the third grade and incorporated into the curriculum in grades four through twelve. Therefore, ten (10) minutes per day during ELA should be provided for the explicit instruction of cursive handwriting introduction in third grade.

Time Recommendations for Grades 4 and 5, as well as Grade 6 Housed in Elementary Schools

Subjects	Periods Per Week	Minimum Minutes
ELA (<i>with Writing</i>)	5	155
Mathematics	5	75
Social Studies	5	45
Science	5	45
Health/P.E.	5	30
RTI / HDT	5	30
TOTAL:		380

- Students in elementary will follow a state approved Tier 1 Curricula.
- ELA will be based on the Louisiana Student Standards and incorporate comprehension, vocabulary, and writing. Teachers will engage students using the following components: teacher read aloud, shared reading, small group instruction, and independent reading. In ELA, a minimum of 2 major grades per nine weeks will come from major writing assignments in response to text or content.
- Writing instruction will be explicit teaching based on Louisiana Student Standards for language and writing. The use of a RPSB adopted curriculum will be used to organize instruction. Writing instruction is to be devoted solely to the craft of word, sentence, and paragraph composition based heavily in language and writing standards. Specific language and writing standards, supported by reading, reading foundational, and speaking and listening standards, will guide daily focused lessons.
- RTI and Enrichment time can be embedded into the math or English Language Arts as determined by needs of students throughout the year based on data.
- Effective July 1, 2017, RS 17:266 - Cursive writing shall be taught in all public schools. Each public school shall ensure that such instruction is introduced by the third grade and incorporated into the curriculum in grades four through twelve. Therefore, ten (10) minutes per day during ELA should be provided for the explicit instruction of cursive handwriting in elementary grades four, five, and six (housed in elementary schools).

Pupil Progression Middle School Program of Study Requirements

- Students in middle grades will follow the district approved curriculum outlined in the Rapides Parish School District Framework, which is specifically aligned with the Louisiana Student State Standards. (Bulletin 741 §2301)
- All students shall be enrolled in a mandatory RTI/Enrichment class for a minimum of 30-minutes during the school day. Instructional activities for these classes shall focus on individualized needs of students as determined by formative assessments.
- Enrollment in High School Credit Courses while in Middle School
 - Middle schools may offer a variety of high school credits based on the needs and wants of their students.
 - 8th grade students may be enrolled in Quest for Success in order to receive a Carnegie Unit
 - With director approval, Algebra I or Integrated Math I may be offered in Middle School, if the student meets the following requirements:
 - A score of Mastery or Advanced on the most recent State-wide Assessment
 - Teacher recommendation
 - Students who take the Algebra I course will take the Algebra I LEAP 2025 exam and the score will serve as their final exam grade.
 - 8th grade students taking Algebra I will be required to take the Algebra I LEAP and will not take the 8th Math LEAP assessment.
 - Students who qualify for high school credit will be taught by secondary certified teachers.
 - Students who acquire Carnegie units in the middle school years shall have the final grade recorded on their official high school transcript. Once the grade has been added to the transcript, it is a permanent record and cannot be removed.
 - Students will fulfill all requirements of the teacher to satisfy requirements for promotion.
 - Middle school students may enroll in high school elective courses based on criteria set by the school.
- Rapides Parish has requested a waiver for the foreign language requirement.

Time Recommendations for Grades 6 (housed in a Middle School), 7, and 8

Seven Period Day Option		
Subjects	Periods Per Week	Minimum Minutes Per day
ELA	5	100
Mathematics	5	50
Social Studies - Grade 6 World History - Grade 7 U.S. Studies - Grade 8 LA Studies	5	50
Science - Grade 6 General Science - Grade 7 Life Science - Grade 8 Earth Science	5	50
Health/P.E.	5	50
Electives	5	50
RTI/Enrichment	5	30
TOTAL:		380
Eight Period Day Option		
Subjects	Periods Per Week	Minimum Minutes Per Day
ELA	5	90
Mathematics	5	90
Social Studies - Grade 6 World History - Grade 7 U.S. Studies - Grade 8 LA Studies	5	45
Science - Grade 6 General Science - Grade 7 Life Science - Grade 8 Earth Science	5	45
Health/P.E./ Electives	5	80
RTI/Enrichment	5	30
TOTAL:		380

Acceleration

o Grades K-8 Acceleration

- o A request to consider acceleration for students K - 8 must be presented to the SBLC from a parent, teacher(s), or student.

o Criteria for Acceleration

- Academic Maturity: The SBLC should utilize state standardized test scores, course grades, district assessments, benchmarking data, and other pertinent information.
- Social Maturity: student's interest should be the same as those of the older students.
- Emotional Maturity: Students should have a high degree of persistence, drive, and motivation for learning. Students should be able to withstand frustrations inherent in addressing new, more difficult tasks.
- Attendance: students should attend school regularly to achieve skills necessary for academic success.
- After review of all information, the SBLC shall submit a written recommendation to all parties. All documentation shall remain in the student's permanent record.
- If acceleration is recommended, the SBLC shall design a written plan for acceleration.

● Gifted Services and Acceleration

- o For students identified as gifted, the IEP team makes recommendations for acceleration based on criteria outlined above.

● Grades 9 - 12 Acceleration

The district follows the procedures outlined in Bulletin 741 for acceleration in grades 9-12 concerning proficiency exams, college credit, advanced placement, virtual learning approved by the principal.

XV. LEA assurances and submission information

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

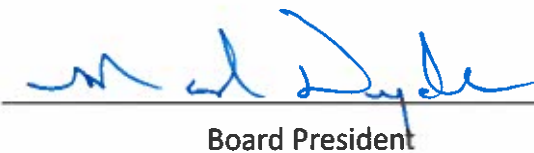
Rapides Parish

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 4, 2026



Superintendent



Board President

Appendix A

- [TOPS University Diploma Requirements](#)
- [Jump Start TOPS Tech Career Diploma Requirements](#)

Appendix B Dictionary of Acronyms

ACRONYM	DESCRIPTION
504	Section 504 of the Rehabilitation Act of 1973 is a statute which prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student.
9T	9th grade transitional
ACT	American College Testing, a standardized test used for college admissions
ACT WorkKeys	American College Testing WorkKeys, a system of assessments that measures essential workplace skills
AP	Advanced Placement, a curriculum sponsored by College Board
APE	Adaptive physical education
AR	Accelerated Reader, a Renaissance Learning program that monitors students' independent reading practice
BESE	Louisiana State Board of Elementary and Secondary Education
BIP	Behavior intervention plan
CCR	College and career ready
CTE	Career and technical education
DIBELS	Dynamic Indicators of Basic Early Literacy Skills, a set of measures for assessing reading skills which identifies which students may be at risk for experiencing reading difficulties; used in K-3 in Louisiana
EL	English learner
ELA	English language arts

ELPS	English language proficiency screener
ELPT	English language proficiency test, assesses English language proficiency in listening, reading, speaking, and writing
ELPT Connect	Alternate English Language Proficiency test for English Learners with significant cognitive disabilities
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act, which amended the ESEA
FAPE	Free appropriate public education
FERPA	Federal Educational Rights and Privacy Act, federal law designed to protect the privacy of a student's education records
GPA	Grade point average
HDT	High dose tutoring, a research-based instructional model that explicitly addresses students' unfinished learning from core instruction and leverages extra time to prepare students for grade-level content in math and reading
HiSET	High School Equivalency Test
HQT	Highly qualified teacher
IASP	Individualized academic support plan, a student plan for academic support in literacy and mathematics and shall be created by the teacher, principal, other pertinent personnel, and the parent or legal guardian.
IBC	Industry-based credential, an independent third party certification that is industry-accepted and results from a process whereby an individual's knowledge and/or skill in a particular area is verified against a set of pre-determined standards
IDEA	Individuals with Disabilities Education Act
IEP	Individualized education plan
IGP	Individualized graduation plan
JROTC	Junior Reserve Officers Training Corps
KITE	K-3 universal numeracy screener consists of a set of measures for assessing numeracy skills that identifies students who may be at risk for experiencing numeracy difficulties

LAAR	K-3 Literacy Alternate Assessment Rubric for alternate assessment for Louisiana literacy screener for students with significant cognitive disabilities
LEA	Local educational agency
LEAP 2025	Louisiana Educational Assessment Program, statewide performance test given every year to all students in grades 3-12 that tells how well a student is meeting the expectations for their grade level, and identifies when they need extra support.
LEAP Connect	LEAP Connect is an alternate assessment for students with significant cognitive disabilities in Louisiana, aligned with the Louisiana Student Standards
LEP	Limited English proficiency (replaced by English Learners or EL)
LRE	Least restrict environment
MDR	Manifestation Determination Review, a process, often required under the Individuals with Disabilities Education Act (IDEA), that determines whether a student's disciplinary problems are a result of their disability
MTSS	Multi-Tiered System of Supports, a framework that helps schools provide targeted support to students who are struggling academically or behaviorally
NAAR	K-3 Numeracy Alternate Assessment Rubric for alternate assessment for Louisiana literacy screener for students with significant cognitive disabilities
NAEP	National Assessment of Educational Progress (a program within IES/NCES)
OCR	Office of Civil Rights
RTI	Response to intervention, a multi-tiered framework designed to provide early support to students who are struggling academically and provide targeted support to help them succeed in school.
SIS	Student information system
SBLC	School Building Level Committee, a problem-solving team focused on helping students who are experiencing academic, social, emotional, or physical difficulties
SEL	Social and emotional learning
SOR	Science of Reading

SPED	Special education
SRO	School resource officer