2026-2027 Pupil Progression Plan

ST. MARTIN PARISH SCHOOL BOARD

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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.

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.

A. First Time Entrance into Kindergarten

Only those students who have attained the age of five (5) on or before September 30th of that year may enter kindergarten. Only those students who have attained the age of six (6) on or before September 30th of that year may enter grade one.

Note: Naps are no longer a part of the Kindergarten students' daily schedule.

B. Kindergarten Gifted Evaluations

St. Martin Parish recognizes the fact that it is difficult for kindergarten students to qualify for gifted programming; however, referrals are accepted through Child Search efforts. If evaluation is requested, the student shall obtain a score at least three standard deviations above the mean on an individually administered test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist; or

the student shall obtain a combined score of at least 10 when scores are entered into the cells of the Standard Matrix with at least 4 points earned on a test of intellectual abilities (As per guidelines from Bulletin 1508). The recommendation for screening begins at grade one.

C. . Kindergarten to First Grade

Students entering first grade who have not attended kindergarten must meet the same criteria as students who have successfully completed kindergarten. Such students will be administered the St. Martin Parish Kindergarten Assessment containing specific Louisiana Student Standards for Kindergarten in ELA and Mathematics. A score of 80% is required for placement in grade one. Should the student score below 80%, placement shall be recommended at the kindergarten level. The final decision will be made by the SBLC and the principal in consultation with the parents.

D. Kindergarten - Entrance Requirements for Out-of-State Students

The criteria and screening instruments used for students from out of state entering first grade in St. Martin Parish who have not meet the requirements for kindergarten attendance are the same as for students entering first grade without attending a full-day public or private kindergarten for a full academic year. The final decision will be made by the principal in consultation with the parents.

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.

SBLC as it Relates to Promotion and Retention

The School Building Level Committee shall be composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when the student is being considered for a Bulletin 1508 or Section 504 evaluation as well as promotion/retention decisions. The school building administrator and the parent will also serve as members of the committee.

In making promotion and retention decisions for all students, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the particular child. In the event a decision is made to promote a student who does not meet all of the promotion criteria listed, a form so indicating must be completed and placed in the student's cumulative folder. All committee members must sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures. Parents must be invited to attend the SBLC meeting and should sign the meeting form indicating they were in attendance.

In the case of students who are eligible for and participate in alternative pathways to promotion and graduation through the April Dunn Act (formerly Act 833), promotion decisions will be determined by the IEP committee (Chapter 4 of Bulletin 1530).

Each teacher shall, on an individual basis, determine promotion of each student based upon the criteria established in these guidelines.

Calculation of semester grades and final grades shall be the same for all students in grades 1-12, with the exception of EOC grades which counts as 15% of the final grade. Students shall earn 4 quality points to pass a course.

Grade Band Retention Limit - Students may be retained a maximum of one time at each school level: primary (grades K-2), elementary (grades 3-5), and junior high (grades 6-8). However, a student may be retained a second time at any level on the recommendation of the School Building Level Committee.

B. Promotion Criteria

The following information outlines the criteria required for promotion to the next grade level. Please refer to the Teacher Information Handbook, located under the policies tab on the district's website, for grading policies in each grade level/grade band.

(1) KINDERGARTEN: To be promoted from kindergarten, the student should:

- Show evidence and ongoing development of knowledge of learned skills, as documented by work samples and anecdotal notes in the student's portfolio and as noted on the Kindergarten Skills Checklist
- Meet attendance requirements
- Parish Assessments may be used to support decisions made for promotion or retention

(2) GRADES 1-2: To be promoted the student must:

- Achieve a minimum D (1.0) average in reading and math.
- Meet attendance requirements.
- For SFA schools, achieve satisfactory progress on the reading program assessment by reaching the minimum reading levels as identified by the program

Note: Spelling is included in the language course. All spelling grades should be posted under language in JCAMPUS.

Promotion of students in grade 4 and 5

GRADE 4-5: To be promoted the student must:

- Achieve a minimum D (1.0) average in at least four (4) major subjects, two (2) of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical education, art and music are to be considered minor subjects

- Meet attendance requirements

C. Definition of "Grade Level" or "On Grade Level" or "Proficient"

The term "grade level" or "on grade level" or "Proficient" is indicated by performance on the state literacy or numeracy screener, benchmark assessments, and Mastery on LEAP 2025.

D. Foreign Language for Academically Able Students in Grades 1 - 8

An articulated foreign language program shall be required in grades 4 - 8 for academically able students. Academically able students are defined as those students who are working at or above grade level in all academic subject areas as indicated by placement in the on reading/literacy screeners and/or benchmark assessments used and are maintaining an overall GPA of 3.5.

E. STEAM Academy art grades for K-8

Evaluation System, K-8: STEAM Academy and St. Martinville Junior High students will receive marks as follows in their STEAM elective courses:

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

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.

GRADES 3: To be promoted the student must:

- Achieve a minimum D (1.0) average in reading and math.
- Meet attendance requirements.
- For SFA schools, achieve satisfactory progress on the reading program assessment by reaching the minimum reading levels as identified by the program
- Dibels 8th score of 424 or higher or qualify for a good cause exemption

Note: Spelling is included in the language course. All spelling grades should be posted under language in JCAMPUS.

Promotion of students in grades 6 and 7

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

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

GRADES 6-7: To be promoted the student must:

- Successfully pass three (3) of the four (4) major subjects which must include English Language Arts, math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects.

- Students who have been retained one or more times may be enrolled in major subject areas courses in the next grade level and in grade 8 may be allowed to enroll in elective courses for Carnegie units at the high school level. The placement decision is to be made by the School Building Level Committee and the principal.

- Meet attendance requirements – Students with ten or more excused absences during a nine-week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine-week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

Note: English Language Arts consists of reading, language and spelling in grades 6-8. All reading, language and spelling grades should be posted under the English Language Arts course in JCAMPUS.

For students failing to meet the promotion requirements listed above, promotion or retention would be considered by the SBLC.

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.

To be promoted to high school, 8th Grade students must:

• Successfully pass three (3) of the four (4) major subjects which must include English Language Arts, math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects. See page 6 for grade band retention limits.

Note: English Language Arts consists of reading, language and spelling in grades 6-8. All reading, language and spelling grades should be posted under the English Language Arts course in JCAMPUS

- Meets requirements of the 9T waiver as defined by the Louisiana Department of Education (See Bulletin 1566)

- Meet attendance requirements – Students with ten or more excused absences during a nine-week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine-week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

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.

1. 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.

2. 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.

3. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

4. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

5. 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.

6. 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.

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

A. Carnegie Unit and Promotion Requirements for High School

- High schools in St. Martin Parish are configured from grades nine (9) through twelve (12).
- For a full credit to be awarded at grades 9, 10, 11, and 12, the final grade is determined by quality point(s).
- A student cannot receive more than one full credit for a one Carnegie unit course. Periods 1, 2, 3, and 4 are used for averaging grades.
- To obtain a full credit in a non-LEAP 2025 course, students must earn a minimum of four (4) quality points.
- To obtain a full credit in a LEAP 2025 course with four (4) quality points, students must pass the LEAP 2025. However, if a student fails the LEAP 2025, then 5 points will be required to earn credit in the course. In addition, Fs earned in P4 will result in failure of the course.

Grade classification is as follows:

NUMBER OF CREDITS GRADE CLASSIFICATION

NUMBER OF CREDITS	GRADE	CLASSIFICATION
0 - 4	9th	Freshman
5 – 10	10th	Sophomore
11 – 17	11th	Junior
18 – 23/24	12th	Senior

1. Grade Reclassification

Grade reclassification according to Carnegie units will be updated at the completion of each school year. Students may recover failed credits through the St. Martin Parish Credit Recovery Program offered at their attending high school. The St. Martin Parish Credit Recovery Program adheres to the State guidelines for credit recovery as listed in Bulletin 741: Louisiana's Handbook for School Administrators. To recover Carnegie credits, each student must pass a comprehensive final exam approved by the Louisiana Department of Education with a score of 70% in each content area in which they are seeking to recover credit.

2. Courses for Acceleration and Credit by Proficiency Exams

Courses for which students may receive credit by proficiency exams include the following:

- French I & II
- Spanish I & II

Middle school students shall take the Diplôme d'Etudes en Langue Française (DELF) exam to earn a high school Carnegie credit in French I (DELF Level A1) and French II (DELF Level A2).

3. Half-Credits

High schools in St. Martin Parish are on a 4 by 4 block schedule.

Students transferring into St. Martin Parish from another Louisiana district or an out-of-state school with half-credits on their transcripts, shall retain these half credits based on the awarding district's/school's Pupil Progression grading and promotion policies. Grades from another school system shall not be changed to match the St. Martin Parish Pupil Progression grading and promotion guidelines.

4. Diploma Pathways

St. Martin Parish high schools shall offer both regular and honors classes in the TOPS University Diploma Pathway as long as there are enough students for a course.

Students on the TOPS University Diploma Pathway must complete a minimum of 24 Carnegie units of credit, while students on the Jump Start Diploma Pathway must complete a minimum of 23 Carnegie units. In addition to the Carnegie units, student shall also be required to pass three End of Course (EOC) exams, one in each of the following content areas:

- Algebra I or Geometry
- English I or English II

- Biology or Civics

Civics has replaced US History for the freshmen cohort of 2024-2025 and beyond. U.S. History phased out with the freshmen cohort of 2023-2024.

For grading purposes, the EOC Test shall be counted as a percentage of the student's final grade for the course. The percentage shall be 15%. Quality points for the two semesters in the EOC course are totaled, averaged and multiplied by 85%. The EOC quality score is multiplied by
15%. The products are then added together and divided by 100 which results in the letter grade earned.

For grading purposes for Students with Disabilities, the EOC shall count as 5% of the final grade. Quality points for the two semesters in the EOC course are totaled, averaged and multiplied by 95%. The

EOC quality score is multiplied by 5%. The products are then added together and divided by 100 which results in the letter grade earned.

Any student who missed the EOC Tests for grading purposes shall receive a grade based upon the district attendance policy for make-up work for excused and unexcused absences and suspensions. (See St. Martin Parish Discipline

Handbook for percentage of make-up work allowed for absences and suspensions). Students who missed an EOC Test (for example Algebra I) as a requirement for graduation shall have the option of making up the exam on the next administration of the said exam (Algebra I) or waiting for the EOC exam administered in the next course (Geometry) for the content area.

5. Early Graduation

Any student meeting the requirements of any state diploma track will be eligible for graduation. If a student has earned the required Carnegie unit and meets the EOC requirements, they shall be afforded the opportunity to earn their diploma and graduate early if they so choose.

6. Attendance Requirements

Students must meet attendance requirements. Students with eight or more excused absences during the nine-week period may be given an incomplete (I) and allowed to make up work missed. A grade will be awarded by progress report time of the next grading period. In no case may an (I) remain on the report card for more than one grading period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

Beginning with the senior class of 2026-2027, only seniors scoring a 20 or above on the ACT or a Gold or above on the Work Keys assessment, will be eligible for early dismissal or late arrival. Students and/or their parents may submit an appeal to the principal.

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.

SMPSB utilizes the Kuder platform for Career Exploration, parent involvement, and the development of the students Individual Graduation Plan. The platform is utilized in high school as well. The district conducts a career fair for all 8th grade students and parent nights that focus on high school pathways for all 6th-8th grade students.

V. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

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

Local Policies on Placement and Transfer Students

A. <u>Approved schools within the state (public/nonpublic)</u>

Students transferring from approved schools outside of the parish, both within and out of state, or transferring from approved non-public schools, will be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, STAR reading assessment, Independent Reading Level Assessment (IRLA), or the Success for All (SFA) assessment to determine reading placement. Parish approved assessments, such as *iReady* from Curriculum Associates will be administered as a diagnostic instrument to assist teachers in identifying student needs.

Students transferring from public schools within the parish will not be tested unless deemed necessary by the principal and/or teacher. A student transferring at the beginning of the year will be placed in the grade level following the one in which he was previously enrolled provided he presents proof of successful completion. A student transferring during the school year will be placed at the grade level at which he was last enrolled.

Students in grades **five** and **nine** transferring to the public-school system from any in-state nonpublic school (state approved or unapproved), or homeschooling program, or Louisiana resident transferring from any out-of- state school, shall be required to pass the English language arts and Mathematics portions of the state-selected LEAP placement test.

B. <u>Approved out-of-state schools (public/nonpublic)</u>

Students transferring from approved out-of-state public schools or approved nonpublic schools will be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, or the Success for All (SFA) assessment to determine reading placement. Parish approved assessments, such as *iReady* from Curriculum Associates, will be administered as a diagnostic instrument to assist teachers in identifying student needs.

C. <u>Home Study and Unapproved schools (public/nonpublic)</u>

Students transferring from non-approved schools, home study programs or foreign system will be administered an informal reading inventory and/or DIBELS 8th ed. assessment to determine reading placement and the iReady or Edgenuity placement tests in the areas of language arts and mathematics. Students should achieve the mastery level as specified for the grade level for which they are being tested or the average score achieved by parish students at that particular grade level. The decision for placement will be made by the SBLC and the school principal. Transfer students from home study or unapproved schools will be awarded **Carnegie credits** based on the successful completion of end of course exams and/or placement tests in Edgenuity. The appropriate central office personnel may be consulted when necessary.

Students in grades five (5) and nine (9) transferring to the public school system from any in-state nonpublic school (State approved and unapproved), any home schooling program, or Louisiana resident transferring from any out-of-state school shall be required to pass the English Language Arts **and** Mathematics portions of the placement test.

Home study program transfers will be administered district approved assessments and/or end-of-course tests through Edgenuity. These students may also be given an informal reading inventory and/or the iReady placement test, Edgenuity placement test in the core areas for diagnostic purposes; and the DIBELS 8th ed. assessment, or the Success for All (SFA) assessment to determine reading placement.

Transfer students may take state mandated assessments at either the spring or summer administration prior to enrollment. **It is the responsibility of the parent to contact the District Test Coordinator to register for the test.**

The nonpublic school and parent (or home-schooling parent) are responsible for providing the District Test Coordinator, **at least ten (10) working days prior to the testing date,** any documentation required for requested standardized testing accommodations.

Students with disabilities who have a current 1508 evaluation and IEP will participate in state mandated testing. Promotion decisions for these students will adhere to those policies as outlined in the LEAP 2025 testing policy. The district will follow the procedures outlined in Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act for students with significant cognitive disabilities who transfer within the state of Louisiana.

D. Approved Placement Tests for Transfer Students

1. Approved schools within the state (public/nonpublic)

Grades 1-8 placement tests for students transferring from approved schools: Reading, Language Arts and Mathematics

a. Success for All Reading (SFA) Assessment
b. iReady Diagnostic for ELA and Math

2. Approved out-of-state schools (public/nonpublic)

Grades 1-8 placement tests for students:

a. Success for All Reading (SFA) Assessment
b. iReady Diagnostic for ELA and Math

3. Home Study and Unapproved schools (public/nonpublic)

Grades 1-8 placement tests for students:

a. Success for All Reading (SFA) Assessment
b. iReady Diagnostic for ELA and Math

4. Transfer of high school Carnegie credits from Home Study programs and Unapproved schools (public/nonpublic)

a. St. Martin Parish End-of-Course Edgenuity Assessments

VI. Support for students

Uniform grading policy

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

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

School year support

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

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.

- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

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

VIII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:
    - Provide information on activities that can be done at home to support the student's literacy proficiency.
    - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy proficiency.
    - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
    - Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
    - Priorities:
        - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
        - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
        - Students seeking access to TOPS aligned college credit;
        - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
        - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
        - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
        - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Promotion/Progression of Students with Disabilities:

Promotion and retention decisions for Students with Disabilities shall go through the IEP Team and then the SBLC, pursuant to Bulletin 1530, Chapter 4, § 401 and 403.

Students who participate in alternate assessment or those who receive 50% or more of their instructional minutes outside of the regular education classroom may progress from one grade level to the next if they meet the following assurances:

- the student has met attendance requirements according to *Bulletin 741*
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher;
- the student has completed 70% of his annual goals;
- the approval of the SBLC

Qualifying Criteria for the April Dunn Act (formerly Act 833)

- Students with Disabilities may work toward a regular diploma. Those SWD who have met the required marks for promotion and/or graduation purposes will not be provided an option that is necessary for them to be promoted to the next grade or graduate. Students with disabilities shall meet either the standard of requirements or those established by his or her IEP team to be awarded a diploma.

A student's IEP team may determine an alternative pathway for students with disabilities regarding promotion requirements when:

- In years prior to 9th grade, a student did not pass the state standardized test the previous school year or did not meet the state and local requirements for advancement (promotion) to the next grade.
- A student's IEP team may determine an alternative pathway for students with disabilities regarding graduation requirements when:

- A student did not pass or has not met the state required benchmarks on required state assessments for any two of the three most recent schoolyears prior to high school, or for a student in high school, did not meet the state required benchmarks on two of the most recent administrations of any state assessments required for graduation.

Alternate Placement Programs for Students with Disabilities:

- No student will be removed from the regular program and placed in an alternative program without a multi-disciplinary evaluation and an IEP conference. Written informed consent by the student's parents and/or guardian will be obtained on the IEP.

- All students with disabilities will have access to the general education curriculum.

Eligibility for Certificate of Achievement is as follows:

Certificate of Achievement: refers to an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these Regulations unless the student has reached the age of twenty- two.

(a) The student has a disability under the criteria in the *Pupil Appraisal Manual.*
(b) The student has participated in alternate assessment.
(c) The student has completed at least twelve years of school or has reached the age of twenty-two (not to include students younger than sixteen).

(d) The student has met attendance requirements according to the *School Administrator's Handbook, Bulletin 741.*
(e) The student has addressed the general education curriculum as reflected on the students' IEP.
(f) Transition planning for the student has been completed and documented

Certificate of Achievement - Provisional Eligibility Criteria: refers to an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below.

- Eligible students are those:
  - Who have disabilities under the criteria in the *Pupil Appraisal Manual*
  - Who were in an Alternative to Regular Placement (ARP) program during the 1997-98 school year as documented in the IEP;
  - Who were enrolled in grades 6, 7, 8, 9, 10, 11, or 12 during the 1998-99 school year; and
  - The IEP team determined that the student would not be eligible to participate in the alternate assessment.
- Due process procedures for students with disabilities must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEIA) Part B, LEA application.
- Students who participate in LEAP Alternate Assessment will receive a report card each nine-week period to be accompanied by a progress report. Preschool students will receive a progress report only.

Evaluation system, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory N = Needs Improvement
U = Unsatisfactory

Evaluation system, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory C = Needs Improvement
B = Improving D = Unsatisfactory

Letter grades shall be used on report cards only; progress reports shall indicate *IP – Insufficient Progress, SP – Sufficient Progress, A – Achieved, and G – Generalized.*

Evaluation System, K-8: Students will receive marks as follows unless otherwise stated in the IEP:

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Evaluation System, 9-12: Students will receive marks as follows unless otherwise stated in the IEP:

A = Satisfactory

B = Improving
C = Needs Improvement
D = Unsatisfactory

Gifted Education Students

- Students remain in their current placement until a 1508 gifted evaluation is completed. St. Martin Parish policy does not allow early entrance of students not yet identified.

English Learners (EL) English Learners (EL)

English as a Second Language (ESL)

- The district school registration packet includes a home language survey. Responses on the survey will identify a student whose home language or first language is not English.
Federal Guidelines require the school to refer the student to the ELL Office for language screening if a language other than English is answered on the Home Language Survey.
- After the level of oral language proficiency is determined, the students literacy skill level will be determined. Any student scoring below the fluency level on the English language proficiency screener (ELPS) will be identified as an EL, (English Learner).
- The SBLC committee will convene and place the student in the EL Program.
- If the parent refuses placement in a program designed to meet an ELs academic needs, parents must refuse in writing, and the refusal letter shall be placed in the student's cumulative folder. Opting-out of services must revisited on an annual basis. Accommodations must still be provided to students.
- All English Learner students must take the ELPT or ELPT Connect as well as all other state assessments. School-level staff will administer an English Language Proficiency Test (ELPT) designed for the appropriate age and educational level of the student. Test results must be maintained as part of the student's cumulative record. EL students will be closely monitored for a minimum of four years after achieving Proficiency on the ELPT and exiting the EL status.
- No EL student shall be retained based solely on lack of English proficiency. To the extent that his/her language proficiency allows, the student is expected to assume responsibility for learning (e.g., pay attention in class, follow directions, have required materials, participate in activities, complete homework assignments) and to show progress.

Prior School Records - EL Grade Placement:

- Elementary - Students will be placed at the appropriate age/grade level. If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student will be placed in the age-appropriate grade level. ESL teachers/school staff may administer additional diagnostic tests to assist with placement.
- Secondary - International student transcripts will be evaluated by a qualified counselor and verified for authenticity. The student will be placed in the appropriate grade level based on credits earned. A student who is fifteen (15) years of age or older will be placed in the appropriate high school program of studies or be placed in an adult education program.

No Prior School Records - EL Grade placement:

- An EL student entering the school system with no academic records will be placed in the grade appropriate to his/her chronological age. To assist with this determination, additional diagnostic tests may be made by the principal or his/her designee in consultation with the EL teacher, classroom teacher(s), and guidance counselor following a review of the student's initial test results.
  A change of placement will be documented through SBLC. A student who is fifteen (15) years of age or older who does not have official transcripts or records will be placed in the appropriate school program (Grades 9-12) where he/she will work to complete Board of Elementary and Secondary Education (BESE) requirements to receive a high school diploma or be placed in an adult education program through Louisiana's Community & Technical Colleges.

Special Education - EL Placement

- Practices for the special education placement of EL students must adhere to established criteria in the
- Pupil Progression Plan.
- All evaluations shall be conducted according to the prescribed standards.
- Tests and other evaluation materials used to assess a student with Bulletin 1706 regulations shall be selected and administered so as not to be discriminatory on a racial or cultural basis and shall be provided and administered in the students native language or other modes of communication unless it is clearly not feasible to do so.

Grading Policy for EL Students

- Placement, grading, promotion or retention of regular or special education EL students must comply with established criteria in the Pupil Progression Plan.

- EL students who cannot comprehend the language of instruction are not assigned failing grades. Their assigned grades should be based on the student's cooperation, effort and participation in class work to the degree that his/her English language proficiency allows. If it is observed and documented that the student is not putting forth effort, cooperating, and/or participating in class in which EL modifications have been provided, and a parent conference was held with the appropriate staff such as, EL teacher/tutor, EL District Coordinator, SBLC Chair, and Regular Education Teacher, a failing grade during the marking period may be assigned regardless of the language barrier. Classroom Teachers are required to keep parents/guardians informed of any student non-compliance in their native language as situations occur.

- Teachers are required to make the necessary modifications to instruction and assessment in accordance with individual student English Learner Accommodation Plan and Federal Guidelines. Students who cannot comprehend the language of instruction because of a language barrier are to receive a grade no lower than a "D" on assessment materials and report cards with EL Comment Codes 24 & 84 added on JCampus report card screen if modifications are used. These students may still earn "A", "B", "C", and "D" if abilities warrant such grades.

- Students in grades K-3 who can be assigned S, N, or U in the content area subjects of P.E. and Music/Art, are not given a "U". An "S" or "N" on assessment materials and report cards is given with the EL Comment Codes of 24 & 84 added on the JCampus report card screen if modifications are used.

- Content courses at ALL grade levels are to be modified according to the EL's English proficiency level. Teachers should provide concreteness by extensively using graphic materials, visuals and electronic translators, adult tutor models or peer tutors whenever possible. Evaluations should be developed according to the child's level of English Proficiency determined by ELPT.

- Every attempt must be made to provide EL accommodations to EL students to avoid violating the student's right to an equal education since we cannot provide instruction in their native language.

EL Students with Disabilities

- Students identified as having a disability according to IDEIA or Section 504 shall receive instruction in accordance with their IEP or IAP. Each plan shall include any language-related needs with regards to instruction or accommodations in the regular and special education setting. Language- related needs shall be determined by the IEP or SBLC Committee. To assist with determining language related needs, each EL Teacher/tutor shall provide input to the SBLC Committee.

- Any evaluation of an EL student shall include language-free measures and/or conducted in the student's native language to ensure any disability is not a result of a language barrier.

Retention for EL Students

- Students cannot be retained if their deficiencies are the result of limited English proficiency.
- No EL student shall be retained based solely on the lack of English proficiency.

Exiting EL Status

Grades K-12:

- Kindergarten: A Kindergarten student will be considered proficient if the score Level 3 or better in all four domains. The student would no longer be identified as an EL and would not require EL support services.

- Grades 1-12: To be considered English Proficient and exit English Learner EL) status, an EL student must score proficient (4s and/or 5s) on the English Learner Proficiency Test (ELPT).

Students with Disabilities

- Students with disabilities who are unable to meet the above exit criteria in EL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from EL status but must have Language goals included in the student's IEP.

EL Exit Criteria Met

- Once an EL student meets exit criteria, the student must be exited through SBLC and documentation must be submitted to the District EL coordinator. The student's progress shall be monitored for a period of four years. Report card grades, State Assessments and LEAP assessment results are reviewed. Students may be re-evaluated as a possible re-classification for EL with the English Language Proficiency Screener (ELPS) if progress is not maintained.

Multisensory Structured Language Programs

- Any student who receives instruction in a multi-sensory structured program should receive grades derived from that program in combination with the basal program for promotion. Training will be provided for schools in an approved multisensory program including Read 180, Project Read or Language.

Extenuating Circumstances

- In cases of extenuating circumstances, students in grades K-8 not meeting all promotional criteria may be placed at the next grade level on the recommendation of a School Building Level Committee and the principal. Extenuating circumstances include, but are not limited to, two or more retentions and age considerations (2 years older than normal age for that grade level). Exceptions for students in grades 4 and 8 must adhere to the LEAP requirements.

Summer School

- Students not meeting the promotion criteria during the regular school year are eligible to attend a state approved summer school for promotional purposes. The students must meet the same promotion criteria established for students during the regular school year. In grades 1-8, the final decision as to promotion shall be made by the SBLC and the principal prior to the beginning of the next school year.
- For Students with Disabilities, the final decision for promotion shall be made in by the child's IEP Committee and the principal prior to the beginning of the next school year.
- In grades 9-12, students may earn one Carnegie unit of credit for whole credit courses. Students may earn ½ credit for approved ½ credit

courses. Students will receive credit only once for any course work repeated and passed. The permanent grade for record purposes shall be the highest passing grade earned. A student will be reclassified to the next grade level upon successful completion of summer school if this credit allows the student to meet regular promotion requirements. All students with disabilities should receive services along with regular education students in summer programs, with special supports provided as needed.

St. Martin Parish Virtual School

St. Martin Parish School Board adopted guidelines for implementation of the St. Martin Parish Virtual Program during the 2011-2012 school year (See St. Martin Parish Virtual Program Handbook at www.saintmartinschools.org. Students in grades **3-12** earning credit for courses through the St. Martin Parish Virtual Program shall use a computer-based format through **Imagine Edgenuity** for instruction and assessment. The program will require certified teachers of record in the appropriate content areas and will be facilitated by a lab proctor to assist students through the program and monitor their progress. The computer-based program, Edgenuity, will use weighting of grades for tests, quizzes and activities. However, the weighting designed in this program is based on scientific research which supports the fidelity of the program.

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.

A. Pre-GED/HiSet Program

The Pre-GED/HiSet Program will be available to students. A student who pursues this option will, if successful, receive a Louisiana Equivalency Diploma and/or a Skills Certificate and not a standard Louisiana High School Diploma.
Individual students may be considered on a case-by-case basis to re-enter the regular program or general curriculum. Students may enter the Pre-GED/HiSet program through an approved waiver from the LDOE.

The purpose of this program for high school students is to provide a successful path for those over a Pre-GED/HiSet students who cannot earn a regular high school diploma within the standard four-year period typically allotted students to graduate from high school. It will also provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or partial completion of certification in one or several work-based skills areas begun while still in the district school system. Students must have parental consent in order to participate in Pre-GED/HiSet.

Students who are 16 years of age or older, or shall turn 16 years of age during the year they enroll into the program, obtain parental consent, and meet one of the following criteria as approved through a state waiver:

- Failed 8th grade LEAP English language arts or mathematics for one or more years or;

- Failed English language arts, math, science, or social studies portion of EOC or;
- Have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (is two or more years behind his peers) or;
- Exhibits limited English proficiency

Legislation allows any 15-year old that will turn 16 during the course of the said school year who also meets the other criteria for entry is eligible for the program. In an effort to reduce the number of entry dates, a list of junior high students who will meet the criteria for the upcoming year should be produced and evaluated by junior high school counselors and principals prior to the beginning of the school year. Students should then be counseled and allowed to enter the program on a voluntary basis. A grace period of two weeks at the beginning of the school year (or second semester) could be implemented for schedules to be finalized after which a final deadline for entry should be determined. Should the student choose not to enter at the beginning of the school year, they should remain on a diploma track until the beginning of the 2-semester or the next school year. Only transfer students should be allowed to enter during a grading period.

Program components include the following:

- Academic Component - Individualized prescriptive study plan utilizing computer assisted instruction;
- Skills Component – 2 Carnegie units per year. Skills obtained through elective courses with outline of skill requirements for skills certificate, articulated credit, dual enrollment, industry-based certification, work based learning with identified skills, PAES Program, AZTEC Program and Project Discovery Program; and
- Counseling Component – Students will receive individualized and group counseling on requirements, guidelines, progression in the program and career counseling. Counselors will keep a log of counseling sessions.

Program entrance includes the following:

- Adherence to state and local guidelines and entrance dates as stated in the district PPP;
- Student referred to the SBLC
- SBLC will meet to determine eligibility of student (Documentation should be kept on file). The committee will examine student attendance and behavior records. Students with poor attendance and behavior problems may enter the program on a month-by-month

probationary status. Students would be placed on a probationary contract. The SBLC will review the student's progress on a monthly basis. Failure to maintain guidelines of the probationary contract could result in a change of placement back to the previous grade on the regular diploma track

- Counselor meets with student and parents to explain the program structure and requirements

Special Populations:

- Special education students can only be placed in the program through an IEP committee decision. Members of the student's IEP Committee and SBLC team should participate in the IEP review and determine placement. Additionally, a member of the Pre-GED/HiSet program should be present at the IEP meeting for consulting purposes.
- Special education students not meeting the program progression or attendance requirements can be removed for a change of placement by the SBLC committee. The IEP Team must participate in the review and decision process.
- Special education students participating in alternate assessment before entrance into the program will continue to complete alternate assessment for every year of their enrollment.
- Special education students enrolled in the program must have an area of concentration specified on their IEP. The individualized prescriptive study plan must reflect the area of concentration specified on the IEP.

Program Completion/Exit Policy

- All program completers will participate in a formal graduation ceremony
- Students can receive Carnegie credits for electives if they complete the same criteria as other students in the class
- Students graded easier should earn a skills certificate, not a Carnegie unit
- To complete the program, students must complete one of the three criteria listed below:
    - Pass the HiSET
    - Complete an Industry-Based Certification or
    - Obtain a locally-designed skills certificate

B. Juvenile Continuing Education Program (JCEP)

Juvenile Continuing Education Program (JCEP) is designed as an alternative to the regular education program for students ages 5 on up. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring

about improvement in a student's behavior. Documentation of interventions must be evident.

It is a short-term cognitive-behavioral program for those students with behavior problems who are unable to benefit from an instructional social skills program on their regular school campus. The students remain in the program for a minimum of 6 weeks or until successful completion of the program. Students who have been recommended for expulsion become immediately eligible for JCEP after going through due process. Students may be referred by the school principal after the best efforts of the school, school building level committee, and support staff does not bring about improvement in a student's behavioral problem. The JCEP Committee meets weekly to discuss referrals, progress of current students and projected exists. Once the criteria for exit are completed, the JCEP Committee will discuss the possible exit of the student, based on the progress noted. Exit criteria are based strictly on behavioral needs and progress regarding referral concerns. Academics are addressed in small groups, with an instructor, on academic lessons planned by the JCEP teacher.
The teachers at JCEP may utilize varied materials when it appears that a student is not working on grade level, as part of the remediation process. Promotion and retention follow normal parish procedures through the home school building level committee.

The Juvenile Continuing Education Program (JCEP) is also designed as an alternative to the regular educational program for students ages 12 through 17 years old. The primary goal is to provide students who have been expelled from the regular school the opportunity to continue their education in an alternative setting. The program excludes students who have been expelled for possession of firearms, distribution of drugs, or assault of school personnel.
Special education students may be placed in JCEP as a result of an IEP meeting (students returning from treatment facilities, recommendations from other agencies/programs, FINS, courts, and Interagency Service Coordination).

The final decision for placement of a student into the Juvenile Continuing Education Program lies with the Superintendent of St. Martin Parish Schools.

Academic instruction is primarily individualized with academic lessons planned by the JCEP teacher in alignment with the lessons and activities of the home school teacher. It also provides behavioral instruction designed to correct the behaviors which resulted in the child's expulsion. For students in Grades 5-8, successful completion of program standards and student work will determine the students' grades and promotion. In grades 9-12, grades will be issued as per school board policy. Students

may return to the regular education program at the end of the expulsion term, contingent upon successful completion of JCEP.

Students in the JCEP Virtual program must work a minimum of 5 hours in Edgenuity each day or they will be marked absent (JCampus).

C. Deviation from State Guidelines for JCEP

As per the guidelines for program of operation, the following state standards deviations have been approved by the State Department of Education:

- Because students will be referred from several grade levels, more than two grade levels/subject areas may be represented in the class at any one time.
- Since the program will serve out of school (expelled) students, curricular and time requirements will be adapted to the unique needs of the students.
- Selection of teachers will be based on their ability to work with students with behavior and academic problems rather than areas of certification.

D. Recommendation or Placement in Adult Education Programs

Students who are 16 or 17 years of age may be recommended through counseling by the school's principal, guidance counselors, teachers and the Supervisor of Child Welfare and Attendance for participation in the Adult Education Program. Students referred by the local school system enter the program on a voluntary basis.

Students may also be adjudicated to the Adult Education Program through the court system. Once a student is referred to the St. Martin Parish Adult Education Program, placement of the student becomes the sole responsibility of the Adult Education Program.

E. Curriculum for Alternative Programs

Students in alternative programs will use Edgenuity. Students in the Pre-GED Pathway will use the HiSET curriculum designed for students working towards a GED or moving into an Adult Education program.

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.

Parents/guardians, teachers or students questioning grade placement are entitled to due process according to the procedures enumerated below.

LEVEL ONE: INFORMAL HEARING

Any complainant who has a grievance about placement shall discuss it with the principal or teacher(s)

LEVEL TWO: FORMAL GRIEVANCE

If as a result of the informal discussion, the matter is not resolved, the complainant can initiate a grievance in writing to the principal within five (5) working days, giving the full details of his complaint. The principal shall communicate his decision to the grievant in writing within three working days of the receipt of the written grievance.

LEVEL THREE: THE APPEAL COMMITTEE

If the grievance remains unresolved, the grievant, no later than five working days after receipt of the decision may request a hearing by the Placement Committee. The committee will be appointed by the Superintendent and will consist of the Director of Curriculum, the level supervisor, a level principal, and a level teacher.

LEVEL FOUR: ADMINISTRATIVE REVIEW

If the grievant disagrees with the decision of the Placement Committee, he/she may appeal to the Superintendent through a written request. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.

Students with disabilities

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. In the case of students with disabilities, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEAIA) Part B, LEA Application.

Section 504 students

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. Please refer to the St. Martin Parish 504 Handbook for specific details.

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

Monitoring Promotion and Placement Decisions

The superintendent or his designee shall meet with all principals, explain all policies, and ensure their uniform administration. The principal shall be responsible for monitoring promotion and placement decisions in the individual school. The central office staff shall monitor parish-wide to ensure uniformity of promotion and placement procedures by periodically reviewing promotion and placement decisions.

A student, parent/guardian, teacher, superintendent, or school board may request through the principal a review of a student's placement. A parent/guardian review of personal records will be limited to his child's only. If no consensus is reached, an appeal may be made according to the due process procedures listed in Section III – Local Policies.

2. Record Keeping on Placement

A cumulative file shall be opened on each child upon entry into a school and maintained through the termination of his schooling. The following records shall be kept in this file:

1. Final course grades and annual attendance records

2. A test record card with the following scores:

   a. Louisiana Educational Assessment Program (LEAP 2025)

   b. Local criterion referenced tests/assessment results

   c. Kindergarten screening

   3. Information or reasons for student placement

4. Information on the outcome of student participation in remedial and alternative programs

5. A copy of the letter informing parents of either placement of a student in or of the student from either a compensatory or remedial program

6. A copy of parent's written consent for either the student to be placed in or from an alternative to a regular placement.

7. A copy of parent's refusal to allow student to participate in a LEAP 2025 remedial program or LEAP remedial program

8. A statement/form indicating a School Building Level Committee decision for placement. A copy of the form informing parents of the decision for retention and of the system's due process procedures relating to placement decisions

Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973.

Special education documents as specified in the approved Individuals with Disabilities Education Act (IDEAIA) Part B, LEA Application, shall be maintained in a separate confidential file in accordance with State Department regulations.

All records on students may be maintained for a six-year period. After six years, all records with the exception of academic records (cumulative card) may be purged from the child's folder. Pertinent records regarding SBLC, IEP, IAP, and IHP documentation should remain on file for a period of 5 years beyond the student's exit.

XV. LEA assurances and submission information

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

St. Martin Parish School Board

2026-2027 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 9/2/2026

Superintendent

Board President