



St. Mary Parish School Board

2023-2024 Pupil Progression Plan

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program 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 plan 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.

The law 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 law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test-in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan 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 prepopulated. 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 completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine 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.

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

Table of Contents

- I. Placement of students in kindergarten and grade 1 4**
- II. Promotion and support for students in kindergarten and grades 1, 2, 5, 6, and 7 5**
- III. Promotion of students in grade 3 7**
- IV. Promotion of students in grade 4 8**
- V. Support Standards for grades k-3 10**
- VI. Support Standards for Grades 3 and 4 10**
- VII. Promotion and support of students in grade 8 and high school considerations 11**
- VIII. Placement of transfer students 20**
- IX. Support for students 21**
- X. Promotion and placement of certain student populations 22**
- XI. Alternative education placements 26**
- XII. Due process related to student placement and promotion 29**
- XIII. Additional LEA policies related to student placement and promotion 30**
- XIV. LEA assurances and submission information 35**

I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, 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 the 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 the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant 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 thirtieth 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 for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

All students entering kindergarten for the first time will be administered the DRDP-K within the first 30 days of school. Results from this assessment will be used to plan instruction.

Screening data and information from DIBELS 8 and IREADY testing instruments will be used to determine student placement.

The **St. Mary Parish Kindergarten End of Year Test** will be administered to children who are seeking enrollment in 1st grade and have not met the kindergarten attendance requirement.

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

Kindergarten

Every child entering first grade shall meet one of the following criteria:

- All students who attended kindergarten in the public schools in St. Mary Parish shall demonstrate satisfactory performances on the report card as well as recognized bench-mark assessments. Students who did not meet the criteria at the end of a school year will be referred to SBLC to determine the appropriate grade level placement and interventions for the student.
- Students who did not attend a state-approved kindergarten shall demonstrate satisfactory performances as measured by the aforementioned *St. Mary Parish Kindergarten End of Year Test*. Students demonstrating satisfactory performances are placed in first grade. Students who do not meet the criteria may be temporarily placed in kindergarten and tested again after the first four weeks of the school year. The SBLC will meet to determine the appropriate grade level placement of the student.
- Kindergarten students will be graded on the S/N/U scale for all subjects.

S satisfactory	A/B/C
N needs improvement	D
U unsatisfactory	F

Grade 1

- First grade students will earn letter grades (A, B, C, D or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc) will be graded using the S/N/U scale.
- First grade students must pass English language arts **and** mathematics to be promoted to the next grade.
- If a student fails English language arts **or** math in first grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:
 - Teacher-made tests (mathematics) and/or other forms of math assessments
 - CKLA reading assessments and/or yearly benchmark assessments
 - Teacher observations and student work samples (reading and mathematics)
 - IREADY scores (mathematics)
 - Literacy screener
- Students in first grade who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained.

Grade 2

- Second grade students will earn letter grades (A, B, C, D or F) each nine weeks in ELA and mathematics for evaluative and reporting purposes. All other subjects (social studies, science, specials, etc) will be graded using the S/N/U scale.
- Second grade students must pass English language arts **and** mathematics to be promoted to the next grade.
- If a student fails English language arts **or** math in second grade, the School Building Level Committee will meet to determine the appropriate grade level placement of the student. The following criteria will be utilized to evaluate the student on skills mastery:
 - Teacher-made tests (mathematics) and/or other forms of math assessments
 - CKLA reading assessments and/or yearly benchmark assessments
 - Teacher observations and student work samples (reading and mathematics)
 - IREADY scores (mathematics)
 - Literacy screener
- Students in second grade who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained.

Grades 5-7

- Students in grades 5-7 will earn letter grades (A, B, C, D or F) each nine weeks for evaluative and reporting purposes.
- Students in grades 5-7 who fail English language arts and/or mathematics **may** be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Attendance and discipline policies apply. Additional academic options as stated below may also be instituted based on SBLC recommendations.
- Students in grades 5-7 who fail science and social studies **may** be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options as stated below may also be instituted based on SBLC recommendations.
- Students in grades 5-7 who fail four major subjects (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include: physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring, and/or Saturday Tutoring. The SBLC will employ existing student data, including but not limited to DIBELS, parish and benchmark assessments, course grades, IREADY data, previous standardized test data, growth from pre-to-post tests, trends of low performance, and attendance to determine whether or not the student should be recommended for promotion as well as the requirement of any additional academic options.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic 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 pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of “Basic” 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 the third grade.

Grade 3

- Students in grade 3 will earn letter grades (A, B, C, D or F) each nine weeks for evaluative and reporting purposes.
- Students in grade 3 who fail **English language arts and/or mathematics** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options as stated in #6 below may also be instituted based on SBLC recommendations.
- Students in grade 3 who fail **science and social studies** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options as stated below may also be instituted based on SBLC recommendations.
- Students in grade 3 who fail **four major subjects** (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include: physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring, and/or Saturday Tutoring. The SBLC will employ existing student data, including but not limited to DIBELS, parish and benchmark assessments, course grades, IREADY data, previous standardized test data, growth from pre-to-post tests, trends of low performance, and attendance to determine whether or not the student should be recommended for promotion as well as the requirement of any additional academic options.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic 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 pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Grade 4

- Students in grade 4 will earn letter grades (A, B, C, D or F) each nine weeks for evaluative and reporting purposes.
- Students in grade 4 who fail **English language arts and/or mathematics** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options as stated in #6 below may also be instituted based on SBLC recommendations.
- Students in grade 4 who fail **science and social studies** may be retained or probationally promoted to the next grade by the School Building Level Committee with the stipulation that the student attend required summer programming. A parent conference should be held to obtain signed permission for enrollment in the program. Compulsory attendance and discipline policies apply. Additional academic options as stated below may also be instituted based on SBLC recommendations.
- Students in grade 4 who fail **four major subjects** (English language arts, mathematics, social studies, and science) **will** be retained. Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include: physical education, music, band, keyboarding, and other subjects not previously defined as a major subject.
- Academic options that may be offered at either the school or district level: remediation course, documented interventions, After-School Academic Tutoring, and/or Saturday Tutoring. The SBLC will employ existing student data, including but not limited to DIBELS, parish and benchmark assessments, course grades, IREADY data, previous standardized test data, growth from pre-to-post tests, trends of low performance, and attendance to determine whether or not the student should be recommended for promotion as well as the requirement of any additional academic options.

V. Support Standards for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, 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 supports and interventions 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 in subsection A.

VI. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.

Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

VII. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

- Students in grade 8 will earn letter grades (A, B, C, D or F) each nine weeks for evaluative and reporting purposes.
- A student in grade 8 **may** be retained if he or she:
 - fails English language arts
 - fails mathematics
 - fails social studies and science
 - fails two minor subjects
- A student in grade 8 **will** be retained if he or she fails four major subjects: English language arts, mathematics, social studies, and science.
- Additionally, any two minor subjects constitute one major subject. Examples of minor subjects include: physical education, music, band, and other subjects not previously defined as a major subject.
- Middle School Carnegie Credits
 - St. Mary Parish students who intend to take Algebra I for Carnegie credit in eighth grade should successfully complete a seventh-grade math course that addresses both the seventh and eighth grade state standards.
 - For 8th graders taking Algebra I, the LEAP 2025 Algebra exam is taken at the end of the course and counts as 15% of the overall course grade. The conversion charts provided by the LDOE for each LEAP 2025 test will be used to determine the student's grade on the LEAP 2025 tests.
 - As identified in §2314 of BESE approved Bulletin 741, LEAs may permit students to earn Carnegie credit as middle school students in all courses except physical education.

High school promotion and transition considerations

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

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (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/post-secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

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

- Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
- 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 LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
- Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

- Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
- Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
- 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.
- 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 certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
- The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet all requirements for an NCAA-approved core course.
- The courses must have ongoing and regular instructor-led interaction for the purposes of instruction, evaluating, and assistance throughout the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone call, feedback on assessments and the opportunity for the teacher to engage the student in individual or group instruction.
- The courses 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.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructive interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a complete list of requirements.

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
- The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

- Students in grades 9-12 will earn letter grades (A, B, C, D or F) each nine weeks for evaluative and reporting purposes. In order to pass, a student on block schedule shall make a 1.0 (D) average by earning two quality points, with at least one quality point being earned in the second nine-weeks of the semester. Final course grades will be determined by adding the quality points of grades earned from the two nine weeks and dividing the sum by two. To be eligible for Carnegie credit, a final grade of at least a "D" must be earned.
- Any student who has earned an overall 1.0 GPA, but fails due to district policy shall be subject to a review by the SBLC. Upon review, the SBLC may recommend a waiver for the student.

- In grades 9-12, the nine-week grade shall be based on a minimum of 600 points from at least 6 major grades.

- Semester and Final Averages Grades 9-12

Final grades of regular and honors classes shall be determined by using the Quality Point Average Chart.

Letter Grade	Quality Point Value	Quality Point Average Chart	
A	4 points	3.50 and above	A
B	3 points	2.50 - 3.49	B
C	2 points	1.50 - 2.49	C
D	1 point	1.00 - 1.49	D
F	0 points	0 - .99	F

- The LEAP 2025 exam is taken at the end of the course and counts as 15% of the overall course grade (5% for April Dunn students). The conversion charts provided by the LDOE for each LEAP 2025 test will be used to determine the student's grade on the LEAP 2025 tests.

Example	9 weeks	9 weeks	Course	LEAP	LEAP
Letter Grade	D	D	D	Unsatisfactory	F
Quality Points	1	1	$2 \div 2 = 1.0$		0

Final Grade Calculation: $D(1) \times 0.85 + F(0) \times 0.15 = \mathbf{0.85 (F)}$

- Grade Point Average in Grades 9 – 12

- A grade point average is defined as an average of all subjects together, using the Quality Point Average Chart.
- A student's grade point average (GPA) is based upon the final letter grades in all courses attempted.
- If a student repeats a course failed, the grade received in the failed course shall still be computed in the GPA. Students will not be permitted to repeat courses previously passed. Special circumstances concerning seniors qualifying for scholarships must be reviewed by the principal and the assistant superintendent.
- All grade point averages will be carried out four places behind the decimal.
- Student rank in class will be used for guidance purposes only and determined by numerically placing students in rank order according to an overall letter grade average obtained by averaging final letter grades in all courses attempted.
- Graduation Honors for Grades 9-12

GPA	Honor Designation
3.7500 and above	Summa Cum Laude
3.5000 to 3.7499	Magna Cum Laude
3.0000 to 3.4999	Cum Laude

- Grade Level Classification: High school students will be classified by Carnegie units earned and sessions attended as follows:

Sessions	Classifications	Credits
0-2	Freshman	0 - 5.5 credits
3-4	Sophomore	6 - 11.5 credits
5-6	Junior	12 - 17.5 credits
7+	Senior	18 or more credits

- Seniors must schedule a minimum of 2 classes per semester. Seniors enrolled in off-campus programs can include travel as one of these class periods. Waivers to this policy can be appealed to the superintendent based on extenuating circumstances.
- All credit is considered as earned on the last test date. All final grades from correspondence courses and virtual learning courses must be received by the last senior test date.
- Proficiency credit for a Carnegie Unit credit will be allowed as approved by the LDOE. Students meeting requirements for Carnegie credit based on proficiency shall have the course title, year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript. Credit awarded is not used to compute the GPA.
- Early Graduation Program: Students may graduate in December or May with full participation in high school graduation programs/ceremonies. **All early graduates must be approved by the superintendent** and will be based upon extenuating circumstances.
- Dual Enrollment courses aligned with state course codes are offered on all high school campuses allowing students to earn both high school and college credit. Dual enrollment is offered through high quality instruction ensured by Southern Association of Colleges and Schools (SACS/CASI) teacher credentialing and dual course curriculum alignment.
- CLEP testing is offered on all high school campuses allowing students to earn both high school and college credit. The LDOE list of allowable CLEP to Carnegie Unit credit opportunities will be followed.
- Middle school Carnegie credits completed become part of a student’s high school transcript. Grades earned in those courses are averaged in the cumulative high school GPA.

Credit Recovery Classes

- Classes are offered to at-risk students to receive credit for classes previously taken and failed. Courses are aligned with Louisiana Student Standards and the comprehensive curriculum. A student must successfully complete the course requirements and examination in order to receive credit.
- Students who fail a course have the option of repeating the course either during a succeeding session or during summer school. Once the course is successfully completed, both grades remain on the transcript.
- Students may enroll in approved St. Mary Parish School System distance learning courses/classes for repeat credit, new credit, or to improve their grade point average (GPA). Permission must be granted from the school administrator and the Supervisor of Secondary Education prior to enrolling in course/class. All courses taken remain on the students' transcripts. ALL course work is calculated into the cumulative grade point average for district requirements. For specific T.O.P.S. questions and/or consideration, check the website at www.lsofa.state.la.us . Courses that are scheduled through the St. Mary Parish School system will be posted on the student's cumulative record upon completion of the course.

Edgenuity Courses Offered

- Edgenuity courses refer to any online course assigned to a student who is also attending in-person scheduled courses. Edgenuity courses are online courses with specific start and end dates, and assignment due dates. Grades for Edgenuity courses are grades-in-progress until a final grade is earned by a student. Course progress reports are issued electronically to parents on a daily basis. Physical course progress reports may be sent to parents by the base school at the end of each 9-week grading period. Schools may report an "I" for each 9-week grading period until a final grade is earned by a student. Before starting an online course, students must read through, and agree to the online course policy. Online courses are asynchronous, so students enrolled in online courses must be committed, active learners and take quality notes to learn the material and prepare for assessments. Failure to do this may result in a facilitator resetting instruction videos and assignments for the student to review and re-complete to help ensure their success. Submitted assignments and essays are automatically checked for plagiarism and graded by teachers. All instances of academic dishonesty will be investigated and result in disciplinary consequences. All assessments must be actively proctored. Assessments taken without a certified proctor will result in the student receiving a zero (0) for that particular assessment. Students may also be required to take quizzes in person if quiz grades are disproportionate to unit assessment scores. The second attempt on any test or exam must be completed within 5 school days of the date of the first attempt. A course cannot have a duration that extends beyond the current academic school year in which the course is assigned. Timelines may be adjusted as determined by a local administrator.
- All courses are subject to an internal audit, at which time, students may be required to reengage with any Edgenuity course(s).
- To earn a Carnegie Unit, a student must successfully complete his or her Edgenuity course with a passing grade ($\geq 67\%$). A course is only considered complete when the courseware indicates a 100% complete student progress rate and all assignments, projects, and essays have been completed, submitted and graded by a teacher. A final grade will only be issued when a course is confirmed complete as described above. Grading is based on the current grading scale. If a student does not reach 100% complete, the course will receive a failing grade on the student report card/transcript.
- Students enrolled in Edgenuity online classes are required to complete their courses one week prior to May graduation as indicated by the school calendar. If at any time it is determined that a student is not making satisfactory academic progress, the Edgenuity administrator or their designee may intervene.
- Credit Recovery using Edgenuity - LEAP 2025 classes using Edgenuity: Students who have passed the end of course exam, but failed the course, shall be given an opportunity to earn the failed Carnegie unit by enrolling in a credit recovery program through Edgenuity. Credit recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a Credit recovery course involves administrative approval and student/parent consent. Students who successfully complete a LEAP 2025 recovery course will have the recovered course placed on their transcript as an additional course.
- Credit Recovery using Edgenuity– Non-LEAP 2025 courses: Students who were not academically successful in earning a credit toward graduation shall be given the opportunity to recover Carnegie units by enrolling in a credit recovery program. Credit recovery is a targeted and intensive program designed to address students' identified deficiency areas in a specific course. Placement into a credit recovery course involves administrative approval and student/parent consent. Students who successfully complete a recovery course will have the recovered course placed on their transcript as an additional course. The student may take a diagnostic test to determine the material to be mastered during this accelerated course.

April Dunn Act Guidelines

In accordance with the April Dunn Act, the IEP team may draft individual performance requirements that are specific to course enrollment and standards in awarding course credit for promotion and/or graduation. St. Mary Parish guidelines are designed to meet the mandates within the April Dunn Act while providing IEP team members with an approved protocol to be used in creating Individualized Education Plans.

The IEP committee should follow the steps below as they seek to develop the IEP:

- Determine student eligibility based on state assessment performance.
- **Within 30 days of the initial course**, the IEP team must conduct a review of the student's academic record to conclude which course(s) and/or state-wide assessments are affected by the student's documented disability.
- Develop individualized performance goals, objectives, and a plan for monitoring and assessing achievement among specified course standards measured through alternative assessment(s). Goals must identify the standards and performance measure (i.e., teacher-made tests, etc.) and provide incremental measures of progress toward the identified goal.
- For LEAP 2025 courses, IEP performance goals should identify growth between test administrations as a measure of appropriate individual performance for awarding credit. For this purpose, average rate of growth for such exams will be defined as:
 - Algebra I - 4.4 points
 - English I – 4.6 points
 - English II - .7 points
 - Geometry - 3.6 points
 - Biology - 2.4 points
 - U.S. History - 2.0 points
- Should a student pass a LEAP 2025 course, but fail to meet state LEAP 2025 achievement standards, and/or fail to achieve the standard rate of growth to meet graduation requirements, the course instructor/teacher of record in collaboration with IEP committee members may review the student's IEP goals and objectives and performance on course assessment measures to determine if the student has demonstrated proficiency through alternative means (teacher-made tests, alternate assessments, portfolios, etc.) in order to award course credit.
- Individualized performance goals for non-LEAP 2025 high school courses may be measured through achievement gains on district-created diagnostic and post tests for the specific course. The percentage of achievement gains should align to the average for the course in which the student is enrolled and should be developed in collaboration with the teacher of the course.
- Students who remain non-proficient after implementation of the above criteria have the option to participate in credit recovery or other remediation resources utilizing the online instructional system to demonstrate proficiency in the course and/or specified content standards for credit.
- Credentialing for graduation credit through the Jumpstart pathway may be achieved through alternate performance criteria established at the school level for graduation in collaboration with the IEP team and vocational instructors and with the approval of the school principal and secondary/vocational supervisor.
- Students eligible for the April Dunn will continue to take all appropriate tests for the classes/grades for which they are enrolled. Student performance will continue to count toward school and district accountability.

VIII. 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 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 supports 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 the state law.

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

Transfers from Home Study and non-public schools that have not been approved by the LDOE.

- Students transferring into 1st grade shall demonstrate satisfactory performances as measured by the *St. Mary Parish Kindergarten End of Year Test*.
- Students transferring into 5th or 9th grade shall be administered the English language arts and mathematics portions of the LEAP placement test unless they took LEAP 2025 in the most recent spring administration. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Students transferring into the St. Mary Parish public school system in grades 2, 3, 4, 6, 7 or 8 shall be given the district determined placement test to determine appropriate grade placement unless they took LEAP 2025 in the most recent spring administration.
- Students in grades 9-12 transferring from a home study program or a non-approved non-public school, in or out-of-state, shall be required to take a proficiency credit examination for all units for which credit is claimed.

IX. Support for students

School year support

The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE 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.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports 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).

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. 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.

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.

English Learners

Identification of Language Minority Students

- All students newly enrolled in Pre-K through 12th grade will complete the Home Language Survey (HLS).
- The completed HLS must be kept in the student's cumulative folder as part of their permanent record.
- The *Home Language Survey* questions:
 - What was the first language this child learned to speak?
 - What language does the child speak most often at home?
 - What language does the child speak in school?
- A reply other than English on any one of the first three questions, identifies the student as a language minority student and is then referred to Title III department.

English Learners

Identification of Limited English Proficient (LEP) Students and Placement

- The English Language Proficiency Screener (ELPS) is administered to all identified language minority students within the first 30 days of registering in the district. Designated school staff members are trained in the administration of the ELPS to determine language proficiency.
- ELPS will determine the level of proficient, clarifying if the child as Emerging, Progressing or Proficient. Scoring proficient on the ELPS, indicates that the student will not enter the districts LEP program.
- Students identified as English Learners (ELs) will be coded LEP in JCampus.
- Placement for students enrolling in U.S. schools for the first time.
 - **K-8** – chronological age-appropriate placement of identified ELs, age as indicated by the I-94 or birth certificate or other available documents.
 - **9-12** – evaluation of student’s transcript by a qualified counselor; placement in appropriate grade level based on earned credits or if no credits have been earned the student will be placed as a T9.
 - All students with records will follow regular placement procedures.
 - Review of placement of English Learners will be considered when appropriate.

Parent Notification

- Once notified that their child has been identified as an EL, they must either accept or refuse ESL services in writing, at the time of initial screening, and again at the beginning of each new school year. This initial communication must take place within 30 days of the student registering in the district. A parent may request ESL services any time during the school year.
- All notices to parents shall be provided, to the extent practicable, in a language that parents can understand. The rights of LEP students and parental rights shall be respected and accommodated as mandated by Federal laws: Fourteenth Amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Education Act of 1974.

EL Accommodations Plan (Checklist)

- At the beginning of each school year, ELPT and state testing scores are reviewed to determine needed EL accommodations for the new school year. Teachers may refer to prior EL Checklists located in the student’s pink folder.
- The newly completed EL Checklist is signed, filed in the EL’s pink folder, and a copy sent to the Title III office.
- All teachers will provide EL accommodations as documented on the plan/checklist for EL students, regardless of parent acceptance or refusal of services.

Specialized Language Program/Instructional Program

English as a Second Language (ESL) Classes

- A class for up to three hours a day along with a regular education schedule
- Level of English proficiency determines the length of time spent in class
- Instructional materials, learning tasks, and classroom techniques from academic content areas are used to aid in developing language, content, cognitive, and study skills

Sheltered English Instruction

- Modified versions of Sheltered Instruction Observation Protocol/SIOP model
- Goal is proficiency in English while learning content in an all-English setting
- Students from various cultural backgrounds in the same class
- Instruction is adapted to students' proficiency in English, supported by visual aids, physical activities, and the environment to teach vocabulary for concept development in math, science, social studies, and other subjects.
- Content Objectives and Language Objectives are inter-woven in lessons and noted on lesson plans

ESL pullout

- Goal is to develop fluency in English by providing intensive English language instruction
- Focus on English grammar, vocabulary, communication skills, not academic content
- May include Rosetta Stone, Waterford, Amira, or Language Tree.

Structured Immersion/Reach-in

- Goal is fluency in English while achieving in the content areas
- Students served in mainstream classroom, receiving instruction in English with **some** native language support if needed
- Paraprofessional translators provide clarification, translation, and use EL strategies

Grading Policy

- 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. If a failing grade is assigned, that teacher shall provide documented evidence of accommodations/modifications of lessons showing appropriate materials, resources, and assessment instruments used in EL instruction.
- Student may receive a failing grade due to lack of effort, non-participation in class, or unsatisfactory work, and documentation of academic intervention must be noted on the Academic Review Form.
- Grades should be based on the student's cooperation, effort, and participation in classwork to the degree that the English language proficiency allows.
- Therefore, these students should receive a grade no lower than a "D" on report cards with a LEP notation added code #24 as well as code #84 indicating modified grades. These students may still earn an "A", "B", "C" or "D" if abilities warrant such grades.
- Students in grades K-3 who could be assigned S, N or U in content area subjects, should not be given a "U". An "N" on report cards is given with a LEP notation added code #24 as well as code #84 indicating modified grades.
- Content courses at the secondary level are modified according to the EL's English proficiency level. It is recommended that teachers provide concreteness by extensively using graphic material, visuals and electronic translators, adult tutor models or peer tutors whenever possible.
- Content, instruction, and evaluations should be developed according to the level of English proficiency determined by the ELPT given annually.
- Every attempt must be made to provide English Learner Accommodations to EL students to secure a student's right to an equal education.
- To retain an EL, the School Building Level Committee (SBLC) must meet and review the student's academic proficiency. It must be documented that comprehensible instruction appropriate for his/her English proficiency level took place. The SBLC may discuss retaining an EL student in his/her current grade, with the parental input. To retain any EL student with a disability, the IEP team must convene for a review.

High Stakes Testing for ELs

- For an EL to receive any accommodations/modifications on any state test, it must be documented on the student's EL checklist and provided in the classroom throughout the year.
- Accommodations should be documented on the EL checklist no later than 30 days prior to the opening of the state testing window. Newly registered or identified ELs are the exception.
- ELs will take all required state/standardized testing (including ELPT). State assessment for ELs who have been in US schools for less than 24 months should have test documents coded 81.
- EL checklist accommodations cannot be used on the ELPT.
- Parents and students must be notified of ELPT scores.
- Students who fail a high school LEAP 2025 course due to failure of the state assessment will be referred to SBLC to determine the final grade.

Exit Procedures from LEP Status

- To be considered English proficient and exit English Learner (EL) status, an EL student must score level 4 or level 5 on all four ELPT domains including speaking, listening, reading, and writing.
- Once a student has achieved overall proficiency on ELPT, the student is no longer classified as LEP, will be reclassified as Fully English Proficient, and identified in JCampus as such. Schools must notify parents through a notification letter which is sent home along with the student's ELPT results.
- Schools must document the exit date on the EL's pink folder. This EL folder shall be filed in their cumulative folder for the remainder of the student's educational career within the district.
- Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition, may be reclassified and exempt from future ELPT participation but will still be required to take statewide assessments. In such cases, if the IEP team determines that the student's disability directly impacts language acquisition, then the student's exit is decided by consensus of the members of the SBLC. Students who meet the participation criteria for LEAP Connect may exit sooner until such time as an alternate ELPT is available (Bulletin 111).

Monitoring of Exited Students

- Coding – Once a student exits the LEP status, the Title III office will code the student as 01-Fully English Proficient in JCampus.
- The Title III office will keep documentation on all newly proficient students, monitoring 9 weeks grading periods as well as state assessments. Students can be identified in JCampus using the program codes ELPT Year 1 Monitor (EY1) and ELPT Year 2 Monitor (EY2).
- Monitoring students do not take the ELPT and will not receive accommodations/modifications.
- If academic progress is not met at any time during the two-year monitoring process due to lack of language, the student will be given the ELPS. If academic progress is not met due to other issues, the student should be referred to SBLC.

ELs with Disabilities

- Students identified as having a disability according to IDEA criteria or Section 504 shall receive instruction in accordance with their individual educational plan or their individual accommodation plan. Each plan shall include any language related needs, with regards to instruction or accommodations in the regular and special education classroom setting. Language related needs shall be determined by the IEP or SBLC committee. To assist in determining language related needs, each EL teacher shall provide the committee with the student's EL Accommodations Checklist.
- Any evaluation of an English Learner shall include language free measures to ensure that any disability is not the result of a language barrier.

XI. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

The St. Mary Parish Public School System offers additional supports, alternative settings, programs, and/or interventions for students requiring academic remediation or acceleration, and/or behavior modification. Students and parents meet with school system personnel to discuss the opportunity for placement. All decisions are made on an individual basis in cooperation with students, parents, and School Building Level Committee teams. This committee comprised of academic and behavioral professionals as well as parents will collaboratively develop a plan for student academic and behavioral supports necessary to advance student achievement.

St. Mary Parish Alternative Program

- Program Placement: Students exhibiting behavioral concerns in the regular school setting are referred to Child Welfare and Attendance. A conference or disciplinary hearing is held with the referring principal, parent/guardian, student, Child Welfare and Attendance Supervisor, and, if necessary, a special education representative. Here, appropriate placement is determined.
- Students are grouped appropriately by grade span and receive grade-level instruction.
- Support services are provided for all students with special needs in accordance with the IEP or 504 Plan.
- High school students continue to earn grades and/or complete course credits where applicable online through Edgenuity. The supervisor of the alternative program collaborates with school counselors to ensure that, to the extent possible, students are enrolled in the same courses that the student was taking at their school site.
- High school students eligible for Credit Recovery or ASAP may schedule needed coursework through Edgenuity and are able to obtain Carnegie Units through Edgenuity.
- Junior high students will continue to earn grades online through Edgenuity. Students will be enrolled in four core courses on grade level, a career exploration elective, and character education modules.
- Elementary school students receive instruction in the four core courses, art, and character education.
- Students will receive progress reports and report cards according to the St. Mary district calendar.

Accelerated Student Academic Program ASAP

- Students in grades 9-12 who are academically behind and at risk of not graduating on time will be eligible for the ASAP program
- An SBLC committee will be used to determine a student's eligibility to be placed in ASAP. Student selection will be based upon age, academic need, graduation plan, or other documented extenuating circumstances.
- Students participating in the ASAP program will be held to all St. Mary Parish attendance and disciplinary policies.
- Courses will be offered through *Edgenuity Courseware* at each school site.
- The district discourages students from taking LEAP courses (English I, English II, Algebra I, geometry, biology, and U.S. History) in ASAP.
- Students can earn only two (2) Carnegie credits per year in the ASAP program. Waivers to this provision may be appealed to the superintendent's office in the event of extenuating circumstances.

Academic Requirements are met by:

- Completing the outlined course requirements via an online learning management system.
- Scoring a minimum of 67% on the final grade at course completion.
- Upon successful completion of the academic and attendance requirements, the student will be assigned a letter grade based upon the overall cumulative grade earned in the course.

Virtual Learning Option (VLO)

- St. Mary Parish's Virtual Learning Option will be offered at no cost to students in grades 6-12 seeking full-time online learning in an alternative setting.
- An application is required and will be processed at the student's school with the school counselor on a yearly basis.
- Students seeking enrollment in VLO should have documentation of student-specific extenuating circumstances, such as medical documentation to be completed by a specialist in the area of concern.
- Final approval will be granted by the Secondary Instructional Supervisor.
- The St. Mary Parish Virtual Learning Option delivers standards-based courses designed for online learning through Edgenuity and/or TEAMS courses designed by certified St. Mary Parish classroom teachers.
- Students will be required to complete all required state assessments. The school will serve as the assessment site. The School Counselor will serve as the state assessment contact.
- **Student Responsibilities:** Student must login and complete enough work to remain "on track" in every course. The amount of work for a student to remain "on track" depends on a student's start dates and end dates for the VLO, but all coursework must be completed by the end of the school year in which the course was scheduled.
- **Student Progress:** The school VLO Point of Contact and teachers will track the progress of students involved in VLO.

- **Student Participation Protocols:**
 - **Intervention 1:** If the student fails to log-in for a period three (3) school days and goes into the red on the Edgenuity progress indicator, the VLO district administrator will notify school personnel that communication with parents/guardian is necessary.
 - **Intervention 2:** If the student fails to log-in for a period five (5) school days and goes into the red on the Edgenuity progress indicator, the student and parent will be required to attend a face-to-face session with the VLO district administrator to ensure that requirements for the courses are understood. Failure to attend will result in removal from the VLO.
 - **Intervention 3:** If student is still failing to show sufficient progress after **eight (8) school days**, SBLC will convene to determine necessary removal from VLO and a return to traditional, in-class instruction. Failure on the part of parents to attend this SBLC meeting will result in student removal from the VLO.
 - **Removal from VLO:** Failure to show sufficient progress after **ten (10) school days** results in removal from the program.
- Students who qualify for gifted and talented, 504, and/or other special education services will receive services at the school site.
- Students must follow St. Mary Parish and school policies when physically present at the school site or participating in any school function. This includes the school uniform policy.
- A VLO Student will need a specialist's clearance before being allowed to participate in any extracurricular activities that his/her school may offer.

XII. Due process related to student placement and promotion

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

Regular education students

- Due process is provided to teachers, students, and parents by the St. Mary Parish School Board.
- Inquiries of parents or guardians concerned about their child's grade level placement in various remedial or compensatory programs shall be accomplished in accordance with the following steps:
 - Informal Hearing - Any complainant who has a grievance about placement of his/her child shall discuss it first with the principal and/or teacher(s).
 - Formal Grievance - If the grievance is not resolved, the complainant may initiate a grievance in writing to the principal within five working days giving the full details of the complaint. The principal shall communicate his decision to the grievant and Superintendent in writing within five working days of receipt of the written grievance.
 - The Appeal Committee - If the grievance remains unresolved, the complainant may request a hearing by the Appeal Committee no later than five working days after receipt of the decision. The committee will be appointed by the Superintendent and will consist of the level supervisor, a level principal, and a level teacher. A hearing shall be held within five working days. The committee shall give its decision in writing to the complainant and the Superintendent.
 - Administrative Review - If the complainant disagrees with the decision of the Appeal Committee, he/she may appeal to the Superintendent through a written request within five working days. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.
 - Board Review - If the complainant disagrees with the decision of the Superintendent, the complainant may appeal to the St. Mary Parish School Board in writing within five working days. The Board will conduct a hearing within twenty working days and notify the complainant in writing within five working days after the hearing.
 - Court Action: If the complainant disagrees with the St. Mary Parish School Board's review, they may file formal proceedings with the Sixteenth Judicial District Court.

Students with disabilities

- Due process procedures for disabled students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, Consolidated Application.
- Due process procedures for qualified students with disabilities must be consistent with federal and state law.
- Special Education students' due process procedures are governed by state and federal legislation.
- No student is placed in a special program without parental or guardian consent.

Section 504 students

- Due process procedures for qualified Section 504 students must be consistent with federal and state law. Due process procedures are governed by state and federal legislation.

XIII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Grading Policy

- LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31) (A)] (Bulletin 741 §2302.Uniform Grading Policy)

Grading Scale for Regular Courses	
Grade	Percentage
A	93-100
B	85-92
C	75-84
D	67-74
F	0-66

- The Honors Grading System will be used for evaluative and reporting purposes in the following courses: All courses designated as Honors and Dual Enrollment as well as Advanced Math, Foreign Languages, Calculus, Trigonometry, English III (101) DE, English IV (102) DE, English for the College-Bound, Freshmen Basic Composition, Advanced Composition, Biology II, Chemistry II, Physics, Computer Science, and Students Teaching and Reaching (STAR).

Honors Grading Scale	
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

- Dual enrollment course grades will be derived from assignments, assessments, and exams listed on the university course syllabus. DE instructors will provide university course syllabi on the first day of the course. There are some DE courses that are designated by the Louisiana Department of Education as 5-point courses. If that is the case, the course will be factored on a 5-point quality point scale (A=5, B=4, C=3, D=2, F=0). Two examples are provided below:

Example 1	Grade	Quality Pts	Example 2	Grade	Quality Pts
English DE(5 pt class)	A	5	English DE(5 pt class)	A	5
Math	A	4	Math	A	4
Science	A	4	Science	A	4
Social studies	B	3	Social studies	A	4
Elective	A	4	Elective	A	4
Quality Pts/Credits=GPA 20/5= 4.0 GPA		20 total	Quality Pts/Credits=GPA 21/5= 4.2 GPA		21 total

- Grading Provisions for Gifted Academic Settings:
 - Gifted Pullout programs on all levels (elementary, junior high, and high school) will award grades of S, N, or U.
 - Enrichment elective programs (junior high) follow the regular grading scale.
 - Elective gifted courses (high school) awarding a Carnegie unit follow the honors grading scale.

Grades 1-8 Semester and Final Averages

Quality points will be used to arrive at the semester and final averages in grades 1-8.

Letter Grade	Quality Point Value	Quality Point Average Chart	
A	4 points	3.50 - 4.00	A average
B	3 points	2.50 - 3.49	B average
C	2 points	1.50 - 2.49	C average
D	1 point	1.00 - 1.49	D average
F	0 points	0 - .99	F average

- To arrive at the **semester average**, add the quality point value of each letter grade for two nine-weeks, divide by two, and use the Quality Point Average Chart to determine the semester grade.
- To arrive at the **final average**, add the quality points from each of the four nine-week grades, divide by four, and use the Quality Point Average Chart to determine the final grade.
- A student in grades 1-8 must earn four quality points to pass a course for the year (two points must come in the second semester).
 - In addition, the student must pass the fourth nine-weeks.
 - If a course is failed because of either of these requirements, the computer will record "F" and note "*automatic F due to failed 2nd semester or final nine weeks."

Example	9 weeks	9 weeks	Semester	9 weeks	9	Semester	Final
Letter Grade	C	C	C	D	F	F	*F
Quality Points	2	2	$4 \div 2 = 2$	1	0	$1 \div 2 = .5$	$5 \div 4 = 1.25$

Note: In this case, the total number of quality points a student has earned for the year is of no importance if the 2nd semester and/or final nine weeks has been failed.

Example	9 weeks	9 weeks	Semester	9 weeks	9 weeks	Semester	Final
Letter Grade	C	C	C	B	A	A	B
Quality	2	2	$4 \div 2 = 2$	3	4	$7 \div 2 = 3.5$	$11 \div 4 = 2.75$

- In grades 6-8, the nine-week grade shall be based on a minimum of 600 points.

Additional Grading and Makeup Policies

- Only letter grades shall be used on report cards and be recorded on the cumulative cards and transcripts.
- All numerical grades of .5 - .9 shall be rounded to the next higher percentage grade including a 66.5. All numerical grades of .1 - .4 shall be dropped.
- Grades for transfer students shall be equated to the Louisiana uniform grading scale. All transfer grades will be converted to the 4-point scale. No extra quality points will be allowed for transferred honor grades. If the transfer student's previous school provides percentage grades, then the state scale shall be used to assign a letter grade.
- For courses that do not use letter grades

S satisfactory	A/B/C
N needs improvement	D
U unsatisfactory	F

- Students in **Grades 1 and 2** will receive letter grades (A, B, C, D or F) in English language arts and math. All other subjects will receive S, N or U throughout the year.
- Students in **Grades 3-5** will receive letter grades (A, B, C, D or F) in English language arts, math, science and social studies. All other subjects will receive S, N or U throughout the year.
- Band students in **Grades 4-5** will receive letter grades (A, B, C, D or F).
- Beginning in **Grade 1**, students qualify for honor roll status throughout the school year.
- Makeup Work K-12
 - Makeup work/tests must be completed within five (5) instructional days following the absence. In extenuating circumstances, the principal may allow an extension. Makes sure this matches policy.
 - Students suspended from St. Mary Parish schools will be allowed to make up work in accordance with parish guidelines.
 - Students expelled from St. Mary Parish Schools or other public schools will not be allowed to take tests to make up work missed while out on expulsion.

Retention Policy

- A student should only be retained once between kindergarten and fourth grade, inclusive.
- Student placement is open to review by his/her parent or guardian, principal, Superintendent or appointed designee and local school board.
 - Decisions pertaining to retention will be made by the teacher within the framework of school board policy and in consultation with the principal, guidance counselor and assistant principal, and other resource personnel when applicable. For students receiving special education services, the SBLC and IEP committee shall also be included in the decision.
 - Students not meeting the state-mandated attendance policy may lose credit due to non-attendance. The parent or guardian may appeal within ten (10) days to the Supervisor of Child Welfare and Attendance for a review of loss of credit decision and begin the appeal process.
 - Students who fail to meet the promotion criteria shall be retained. Students in grades 3, 4, 5, 6, or 7 may be probationally promoted with the stipulation that the student attend the recommended programming.

After-School Academic Tutoring Program

- All schools will operate an After-School Academic Tutoring program for grades 3-8. Classes will take place Tuesday and Thursday for 1 hour after school according to a schedule set by the district accountability manager.
- The program becomes part of the student's regular school day; thus, compulsory attendance and discipline policies apply. All students must have a signed permission form. The permission form should be filed in the student's cumulative folder.
- Entrance and exit in the program will occur at the end of each nine-week grading period.
- After-School Academic Tutoring will begin several days after the start of school.
- Students failing English or math after each nine-week period may be placed in After-School Academic Tutoring for the next 9-week period. If the student achieves a passing grade (D) at the end of the following 9 weeks, the student may be released from the program.

Probational Promotion

In lieu of retention: Students failing in grades 3-8 may be probationally promoted to the next grade by the School Building Level Committee with the stipulation that they complete required district programming.

Acceleration Policy

- Moving students from one grade to a higher grade to achieve acceleration is discouraged.
- Lateral acceleration for those students who are above average in ability is achieved through provisions within the classroom which include:
 - Grouping for instruction in English Language Arts and math.
 - Use of the instructional calendars in core areas
 - Discretionary assignment by the teacher of activities and projects
 - Extended library usage
- After considering all information and vertical acceleration is recommended, the principal shall contact the assistant superintendent for a review of the findings. The principal shall schedule a meeting with parents and all school personnel involved. Parents will be informed of the action taken, recommendations to be considered, and receive an opportunity to provide input. A final recommendation for acceleration shall be presented to the assistant superintendent for final disposition.

- In exceptional cases when vertical acceleration is considered in Grades K-8, the following procedures shall be used:

A request to consider acceleration is presented to the principal from a parent or teacher(s) prior to the end of the first semester.

Action upon the request will be based upon the following criteria:

- Academic Maturity: Student will have scored in the 98th percentile in math and English Language Arts on a standardized norm-referenced test.
 - Intellectual Maturity: Student will have demonstrated an intellectual functioning level in the 99th percentile on a national-norm reference test of academic aptitude, or "I. Q.".
 - Physical Maturity: Student should fit within the physical range of the next grade level.
 - Social Maturity: Student's interests should be basically the same as those of the older students.
 - Emotional Maturity: Student should have a high degree of persistence, drive, and motivation for learning. He/she should be able to withstand frustrations inherent in addressing new, more difficult tasks.
 - Attendance: Student should attend school regularly to achieve skills necessary for academic success.
 - Observation: Observation used as needed.
 - Other: Course grades, scores from appropriate standardized tests, and other pertinent information which may help in determining appropriate placement will also be utilized.
- Students in the gifted program are identified beginning in kindergarten according to the criteria set forth in Bulletin 1508 Pupil Appraisal Handbook. Based on the student's IEP information, academically gifted students may receive extended, enriched, or accelerated instruction within their regular or special class placement.
 - The primary objective of the program is to provide a qualitatively differentiated curriculum to meet the diversified needs of the gifted student.
 - Policies in Bulletin 1706 Subpart B – Regulations for Gifted and Talented Students and Louisiana's IEP Handbook for Gifted/Talented are followed.
 - Differentiated curricula shall contain the following:
 - Content that is compact and accelerated in such a way that the amount of time usually involved in mastery is significantly reduced,
 - Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes than in regular course work,
 - Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge, and
 - Multidisciplinary content that increases students' abilities to formulate and test new generalizations and/or products.
 - Gifted Pullout programs on all levels will award grades of S, N, or U.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this St. Mary Parish School Board 2023-2024 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: July 13, 2023

Superintendent

Board President