



2024-2025 Pupil Progression Plan

Local Education Agency:

Grant Parish School Board

Background and Purpose

Louisiana state law (R.S. 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 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 Louisiana Department of Education (LDOE) 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 their [minimum academic standards](#) approved by the board.

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 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.

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

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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 the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant 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 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 regarding 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.

Prekindergarten:

- Students entering pre-kindergarten must present a copy of their official birth record and social security to the school principal along with proof of residence, immunization record and any other required eligibility/application documents.
- Those children, who will be four years old on or before September 30, are allowed to register for pre-kindergarten provided they present the above-described documents.
- Pre-kindergarten classes in Grant Parish are offered on a limited basis and are only available to certain children meeting the eligibility requirements of PreK programs.
- Pre-kindergarten in the Grant Parish School System is organized as a full day program and follows the similar schedule as kindergarten children. These children are in school at least six hours each day. Pre-K students are not eligible for retention.

Kindergarten:

- The KEA (Kindergarten Entrance Assessment) DRDP-K will be given to screen all first time kindergarten students within 30 days of enrollment.

First Grade:

- Students entering first grade without attending a full-day public or private kindergarten for a full academic year must demonstrate mastery of kindergarten skills by successfully completing the end-of-year kindergarten test with 70% accuracy.
- Grant Parish will use the Kindergarten Skills Assessment in ELA and mathematics as the academic readiness screening instrument for students entering first grade.

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 V. Support for Students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.

Kindergarten Promotion/Retention -

To be promoted to first grade, students must demonstrate proficiency in kindergarten skills, as defined by state content standards, by meeting the following minimum requirements:

- Must demonstrate mastery of kindergarten skills, which is evidenced by a preponderance of data collection points including , but not limited DIBELS , and the Kindergarten Report Card.

1st and 2nd Grades Promotion/Retention -

Students are expected to achieve a minimum of 4 quality points per year in each subject to pass that subject. In order to be promoted, students must achieve a minimum session grade of D in Math and ELA.

Students who are failing to meet any of the promotion requirements for kindergarten, first or second grade shall be referred to the School Building Level Committee.

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 promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section V. Support for Students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an expanded 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.

3rd Grade Promotion/Retention -

Students must earn a minimum of 4 quality points per year in each subject to pass that subject. To be considered for promotion, students must achieve a minimum of a D in Math and ELA.

Students who are failing to meet any of the promotion requirements for 3rd grade shall be referred to the School Building Level Committee.

Students entering grade 4, who do not have LEAP 2025 scores, will be required to take the placement test for SBLC teams to appropriately determine placement and promotion.

Promotion of students in grades 4 and 5

4th Grade Promotion/Retention -

Students must earn a minimum of 4 quality points per year in each subject to pass that subject. Students must earn at least 1 quality point in the second semester. Students must pass a minimum of 3

major subjects. The major subjects are ELA, Mathematics, Science, and Social Studies. Minor subjects are Music/Art, and PE/Health.

For a student who fails to meet Pupil Progression promotion requirements to the 5th grade, shall be referred to the School Building Level Committee. Students who have not met an acceptable level of proficiency in grade 4 will be identified in the spring and provided remediation. An IAP will be developed after the release of standardized test results.

Students entering grade 5, who do not have LEAP 2025 scores, will be required to take the placement test for SBLC teams to appropriately determine placement and promotion.

5th Grade Promotion/Retention -

Students must earn a minimum of 4 quality points per year in each subject to pass that subject. Students must earn at least 1 quality point in the second semester.

Students must pass a minimum of 3 major subjects. The major subjects are ELA, Mathematics, Science, and Social Studies. Minor subjects are Music/Art, and PE/Health.

Students who are failing to meet any of the promotion requirements for 5th grade shall be referred to the School Building Level Committee.

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.

6th and 7th Grade Promotion/Retention -

Pass a minimum of 3 major subjects and 1 minor subject. Major subjects English, Math, Science, Social Studies. Minor Subjects: PE, Choir, Health, Keyboarding, Journey to Careers, Band, Exploratory/Enrichment.

Students entering grades 5-7, who do not have LEAP 2025 scores, will be required to take the placement test for SBLC teams to appropriately determine placement and promotion.

Students who are failing to meet any of the promotion requirements for grades 6-7 shall be referred to the School Building Level Committee.

For a student who fails to meet Pupil Progression promotion requirements to the 7th and 8th grade, the following requirements must be met before an SBLC meeting is held to consider promotion:

- If a student fails math, he/she will be assigned 40 hours of math remediation. They must attend 90% of the assigned remediation time.

- If a student fails any of the following: ELA, Science, or Social Studies, he/she will be assigned 40 hours of remediation in the area of Reading Comprehension. They must attend 90% of the assigned remediation time.
- If a student fails more than one core subject, he/she will be assigned 20 hours in each subject area (math and reading comprehension). They must attend 90% of the assigned remediation time.
- Failure to attend summer remediation will require the student to attend a remediation course within the school year that may include during school, after school, and/or before school.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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 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.

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 [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: 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 will be effective starting 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. Please contact ldefinancialaid@la.gov with questions.

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 field. 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 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.

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 instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- 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.

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.

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:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. 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.
3. 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.

IV. 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 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 the state law.

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

Students entering first grade without attending a full-day public or private kindergarten for a full academic year must demonstrate mastery of kindergarten skills by successfully completing the end-of-year kindergarten assessment with 70% accuracy.

Entrance tests to determine grade placement of transfer students from an approved school, an unapproved school, in- or out- of-state, home study, or foreign school include: literacy screeners, mathematics screeners and curriculum placement tests.

Awarding Carnegie Units:

The school issuing the high school diploma must account for all credit required for graduation, and its records must show when and where this credit was earned.

Transfer students who provide documentation for credit earned from an approved school, in- or out-of-state, home study, or foreign, shall be allowed credit for work completed in the previous school. Carnegie Units will be determined by SBLC through a review of submitted student transcript.

A transfer student who earned credit while enrolled in an unapproved school will not automatically be awarded the Carnegie unit. SBLC committee shall determine the placement and/or credits for the transfer student through screening, evaluations, and/or examinations. The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.

Students entering Grant Parish School from unapproved school, in- or out-of-state and home study will be required to complete all required components of CRTs, state mandated assessments, and LEAP 2025 HS.

V. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system 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 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.

VI. 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 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.

VII. 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 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.

IEP and IAP decisions on individual students will determine the student's placement, promotion, and/or graduation requirements.

ELL students will follow district policy for placement, promotion, and graduation.

VIII. Alternative education placements

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

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

The SBLC determines student placement. The procedures for placement in the Adult Education Program may include one or more of the following: Parent Request, Student Request, Grant Parish School Board assignment and/or administrative placement.

Parent and/or student requests to enroll in an alternative instructional program will be determined through the SBLC process.

IX. 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:

An individual student, parent/guardian, or teacher may initiate due process involving placement. A student or parent/guardian must first contact the teacher. The teacher will file within 3 days a written request to the principal furnishing him/her all necessary information for a review of the request. The principal within 3 days will convene a school committee to review the placement and a decision will be rendered at that time. If the concerned person/persons do not agree with the decision, they will file within 5 days a written request for review with the superintendent of schools. The superintendent will convene a parish committee and reach a decision within 5 days. If the concerned person/persons do not agree with this decision, they will file a written request to appear before the full school board at the next regular scheduled meeting. The request in writing must be received 5 days prior to the board meeting. If the concerned person/persons do not agree with the decision of the board, then appeal is open to the district courts.

Students with Disabilities:

In case of the student with disability, the due process procedures must be consistent with those described in the approved IDEA Part B, LEA application.

Section 504 Students:

Due process for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. The Grant Parish School System assures that the due process procedures for teachers, students, and parents/guardians do not contradict that due process right of students with disabilities as defined in IDEA Part B.

X. 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*

Standardized Grading Policy for all Grant Parish Schools: Grades must be posted in JPAMS within a week of being assigned.

Report Cards:

Report cards for grades K-12 shall be sent home at the end of each nine-week grading period. Progress reports are issued at 4.5 week intervals throughout the school year. Schools are encouraged to set up parent-teacher conferences. District parent-teacher conferences have been established. Teachers should evaluate the work of the students frequently throughout each marking period.

Grading Policy:

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 D.)

Honor Roll

There shall be two honor rolls each nine-weeks.

- The A-Honor Roll shall be composed of students who have no grade lower than an A.
- The A/B-Honor Roll shall be composed of students who have no grade lower than a B.

Courses in which marks of S, N, or U are to be awarded:

The mark of S, N, or U (in lieu of A, B, C, D, or F) is to be awarded to the elementary student in the following:

- Grades 1-2 Handwriting, Social Studies, Science, Physical Education/Health, Art/Music
- Grades 3: Handwriting, Physical Education/Health, and Art/Music
- Grades 4-6: Physical Education/Health, and Art/Music

Kindergarten Grading Policies-

Students are assessed on kindergarten skills utilizing the Kindergarten Skills checklist which aligns with the LDOE Kindergarten Standards.

1st and 2nd Grades Grading Policies -

Students should receive letter grades A, B, C, D, or F in ELA and mathematics. Social Studies and Science grades will be given every nine weeks as indicated with a S, N, or U. All other subjects will use an S, N, or U to document progress. Teachers are required to give performance based tasks, tests, project grades, chapter/unit tests with a minimum of 6 assessments totaling at least 125 points each nine weeks.

3rd Grade Grading Policies -

Receive letter grades A, B, C, D, or F in ELA, Mathematics, Social Studies, and Science. An S or U will be given in all other subjects to document progress. Teachers are required to give performance based tasks, tests, project grades, chapter/unit tests with a minimum of 6 assessments totaling at least 125 points each nine weeks. Minor grades (homework, daily grades, quizzes, participation) should constitute a lesser amount of the total points. Total points given should be at least 125 points - this is a minimum only.

4th Grade Grading Policy -

Receive letter grades A, B, C, D, or F in ELA, Mathematics, Social Studies, and Science. An S, N, or U will be given in all other subjects to document progress.

Teachers are required to give performance based tasks, tests, projects grades, chapter/unit tests with a minimum of 6 assessments totaling 125 points each nine weeks. Students earn a minimum of 4 quality points per year in each subject to pass that subject. Students must earn at least 1 quality point in the second semester. Minor grades (homework, daily grades, quizzes, participation) should constitute a lesser amount of the total points. Total points given should be at least 125 points - this is a minimum.

5th Grade Grading Policy -

Receive letter grades A, B, C, D, or F in ELA, Mathematics, Social Studies, and Science. An S or U will be given in all other subjects to document progress. Teachers are required to give performance based tasks, tests, projects grades, chapter/unit tests with a minimum of 6 assessments totaling 125 points each nine weeks. Students earn a minimum of 4 quality points per year in each subject to pass that subject. Students must earn at least 1 quality point in the second semester. Minor grades (homework, daily grades, quizzes, participation) should constitute a lesser amount of the total points. Total points given should be at least 125 points - this is a minimum.

6th and 7th Grades Grading Policy -

Receive letter grades A, B, C, D, or F in ELA, Mathematics, Science and Social Studies. Letter grades and quality points used will be (A=4, B=3, C=2, D=1, F=0). Course averages will be = A 3.5 and above, B= 2.5 - 3.49, C= 1.5 - 2.49, D= 1.0 - 1.49, and F= below 1.0.

Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued. In order to be eligible to receive a grade and be considered for promotion, a student must earn at least 1 quality point during the second semester and 4 quality points for the year. Teachers must post grades within a week of assessment. Teachers are required to give a minimum of 5 major grades (unit tests, chapter tests, projects grades, etc.) during the course of the nine weeks grading period. A major grade will be at least 25 points. Of the total points given per 9 weeks, 60% of the total should be considered major grades (tests, project based learning, etc.).

Carnegie Units offered at the Middle School level will apply to the students' high school transcript. 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. LEAs may permit students to earn Carnegie credit as middle school students in all courses except physical education. Electives shall enhance, expand, and/or refine the core curriculum. Elective courses shall not replace, duplicate, or significantly overlap the content of core curriculum or other approved electives.

8th Grade Grading Policy -

Receive letter grades A, B, C, D, or Fin ELA, Mathematics, Science and Social Studies. Letter grades and quality points used will be (A=4, B=3, C=2, D=1, F=0). Course averages will be=A 3.5 and above, B=2.5 - 3.49, C= 1.5 - 2.49, D= 1.0 - 1.49, and F= below 1.0.

Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued. In order to be eligible to receive a grade and be considered for promotion, a student must earn at least 1 quality point during the second semester and 4 quality points for the year.

Teachers must post grades within a week of assessment. Teachers are required to give a minimum of 5 major grades (unit tests, chapter tests, projects grades, etc.) during the course of the nine weeks grading period. A major grade will be at least 25 points. Of the total points given per 9 weeks, 60% of the total should be considered major grades (tests, project based learning, etc.). Student grades will be posted in JPAMS weekly.

In order to participate in 8 grade promotion ceremonies, a student must meet all requirements set forth in the pupil progression plan for promotion to 9th grade.

Carnegie Units offered at the Middle School level will apply to the students' high school transcript. 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. LEAs may permit students to earn Carnegie credit as middle school students in all courses except physical education. Electives shall enhance, expand, and/or refine the core curriculum. Elective courses shall not replace, duplicate, or significantly overlap the content of core curriculum or other approved electives.

For a student who fails to meet Pupil Progression promotion requirements to the 9th grade, the following requirements must be met before an SBLC meeting is held to consider promotion:

- If a student fails math, he/she will be assigned 40 hours of math remediation. They must attend 90% of the assigned remediation time.
- If a student fails any of the following: ELA, Science, or Social Studies, he/she will be assigned 40 hours of remediation in the area of Reading Comprehension. They must attend 90% of the assigned remediation time.
- If a student fails more than one core subject, he/she will be assigned 20 hours in each subject area (math and reading comprehension). They must attend 90% of the assigned remediation time.

Promotion of students in Grades 9 and above and attainment of a high school diploma:

Letter grades and quality points will be used (A= 4, B=3, C=2, D=1, F=0)

Course averages will be A = 3.5 and above, B= 2.5 - 3.49, C= 1.5 - 2.49, D= 1.0 - 1.49, and F= below 1.0. Cumulative grade point averages will be determined by dividing the total quality points earned by the total units pursued.

For 1 Carnegie Credit high school course, a letter grade will be given each 9 weeks of the course, which will count twice. A cumulative midterm exam and a final exam will be given. The average of these 6 grades will determine the course grade. In order to be eligible to receive this credit, the student must earn a minimum of 6 quality points and pass either the second 9 weeks of the course or the final exam. Student grades will be posted in JPAMS weekly.

A ten point grading scale will be used for Dual Enrollment, Honors, and AP Classes.

Online Curriculum Guideline (Imagine Learning): A student/parent contract will be required to be completed prior to enrollment in an online course.

Teachers must post grades within a week of assessment. Teachers are required to give a minimum of 8 major grades (unit tests, chapter tests, project grades, etc.) during the course of the nine week grading period. A major grade will have a minimum of 25 points. Minor grades (homework grades, daily grades, pop tests, etc.) will be averaged and that grade will constitute a lesser amount of the nine weeks grade.

Student must complete both requirements (Carnegie Units and Attendance) to be eligible for promotion to the next grade.

Policy for awarding 1/2 unit of credit:

For 1/2 Carnegie Credit high school courses, a letter grade will be given for the 9-week grading period, which will count twice in order to be eligible to receive this 1/2 credit, a student must earn a minimum of 3 quality points. Student grades will be posted in JPAMS weekly.

Policy for awarding 1/2 unit of PE II credit:

Student must complete the required documentation and submit to counselor prior to the awarding of credit for extracurricular activities outside of the normal school day.

Foreign Exchange Student Policy:

Registration form must be submitted by June 1st prior to the beginning of Fall Session. Be at least 17 prior to Oct. 1 of the current school year, but not more than 19 at the time of registration. Students will be classified as seniors but will NOT be eligible for participation in graduation exercises or receive a diploma.

Documents required for registration:

- Provide a copy of a translated transcript.

- Provide a copy of passport, birth certificate, medical documents, visa, and any other legal documents requested by the school.
- All documentation must be in English.

Dual Enrollment Policy:

Students who fail a dual enrollment class will forfeit the right to enroll in future dual enrollment classes. A student will reimburse the Grant Parish School Board the expenses for any dual enrollment course(s) that a student fails.

Credentialing and Certifications:

Students have an opportunity to earn eligible credentials and/or certifications in high school classes. The Grant Parish School District, Louisiana Department of Education and/or the Orchard Foundation makes payment on behalf of the student for the majority of the tests. Students are required to take eligible tests. The requirement will help ensure that each student will exit the Grant Parish School System with a portfolio that includes at least one credential/certification, an ACT score, and a possible WorkKeys level Certification of Platinum, Gold, Silver, or Bronze.

Senior Graduation Ceremonies:

In order to participate in a school's graduation ceremony, students enrolled in a curriculum that leads to a diploma must meet all graduation requirements set forth by the Board of Elementary and Secondary Education, this includes but not limited to passing all required courses and meeting all LEAP 2025 requirements and meet the following criteria:

1. Students must purchase and wear the cap and gown designated by the principal.
2. Students must be cleared of all financial obligations by the principal.
3. Students must be cleared of all disciplinary consequences by the principal.

In order to be eligible to participate in a school's graduation ceremony, students must have participated in all testing and credentialing opportunities offered including LEAP 2025, ACT, WorkKeys (if applicable), and attain at least one state basic credentialing opportunity if offered by the LEA.

XI. LEA assurances and submission information

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

Grant Parish School Board

2024-2025 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:

October 1, 2024



Superintendent



Board President