2026-2027 Pupil Progression Plan

Local Education Agency:

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

Table of Contents

I. Background and Purpose 3

II. Placement of students in kindergarten and grade 1 4

III. Promotion and retention of students in grades 1, 2, 3, 4, 5, 6, and 7 5

IV. Promotion and support of students in grade 8 and high school considerations 7

V. Individual Graduation Planning 11

VI. Placement of transfer students 12

VII. Support for students 12

VIII. Literacy support standards for grades k-3 14

IX. Course Choice 14

X. Promotion and placement of certain student populations 15

XI. Louisiana GATOR 16

XII. Alternative Education Placements 17

XIII. Due process related to student placement and promotion 17

XIV. Additional LEA policies related to student placement and promotion 18

XIV LEA assurances and submission information 19

Background and Purpose

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

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

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

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

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

I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

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

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

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

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

Kindergarten

- Any child who meets the age requirement for enrollment in kindergarten will be tested using a nationally recognized screening for readiness. Dynamic Indicator of Basic Early Literacy Skills (DIBELS 8th) and a LDOE approved numeracy screener will be administered to every child entering kindergarten for the first time. The results of the screening will be used by teachers to determine the developmental readiness of each student's individual instructional needs.

- Franklin Parish does not provide for early entrance to Kindergarten and 1st Grade students.

Grade 1

For those students required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade, DIBELS 8th will be administered at the time of enrollment. If the testing results determine the student has scored below grade level and would be better suited for kindergarten, the parent may register the student for kindergarten or refuse the kindergarten placement. If kindergarten placement is refused, the student may enroll in first grade the following year at the age of 7.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section VI. Support for students.

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

In Kindergarten through 2nd grade, student promotion will be contingent on students' performance on DIBELS 8th literacy screener. Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0). ● The student shall be provided an additional opportunity to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year. ● Such a student shall be retained in Kindergarten through 2nd 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. **Kindergarten** • Students must pass Reading and Math in order to be promoted. However, retention in kindergarten may be made by recommendation of the School Building Level Committee (SBLC) and/or parental consent on a case-by-case basis. **Grades 1 and 2** To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in both ELA and mathematics. Passing grades in these subjects reflect proficiency. **Grade 4** To be promoted to the next grade, a student must have a passing final average in both ELA and math and science and/or social studies. Any student who is promoted by the SBLC without meeting this promotional criterion must be put on an Individual Academic Improvement Plan (IAIP). • The LEA will use the LDOE IAIP template. • A student who fails one or two promotional subjects may be considered for promotion to the next grade. SBLC shall consider a student for promotion if he/she attends a district-provided summer program or summer extension program if provided by the district and demonstrates proficiency in the subject(s) failed. ● Significant academic improvement is evidenced by the current school year's LEAP assessments. Evidence is identified by a Mastery or above in the subject(s) failed.	

Grade 5
To be promoted to the next grade, a student must have a passing final average in both ELA and math and science and/or social studies. Any student who is promoted by the SBLC without meeting this promotional criterion must be put on an Individual Academic Improvement Plan (IAIP).

- The LEA will use the LDOE IAIP template.
- A student who fails one or two promotional subjects may be considered for promotion to the next grade. SBLC shall consider a student for promotion if he/she attends a district-provided summer program or summer extension program if provided by the district and demonstrates proficiency in the subject(s) failed.
- Significant academic improvement is evidenced by the current school year's LEAP assessments. Evidence is identified by a Mastery or above in the subject(s) failed.
- A student who will be twelve (12) on or before September 30th may be considered for promotion to the next grade by the SBLC and/or principal. In order for this promotion to take place, the principal of the receiving school the student will attend must agree to this placement. If there is not an agreement between the sending school and receiving school principals, then the Superintendent or designee will make the final decision on promotion.

Grades K, 1, 2, 4, and 5 English Learners (ELs)
No EL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention.

Late Entry Grade K, 1, 2, 4, and 5 English Learners (ELs)
For immigrant students, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class beginning at the date of enrollment. The school may not give the student an "F" simply because she/he was not registered in school.

If LEAP 2025 results are not available for the school year, an IAIP is required for each subject that a student failed for the year. The following steps will be completed:
Action Step 1: Identify students. Identify students using all available information about student learning and the results/roster provided by LDOE.
Action Step 2: Engage family and create a plan. Engage family at the school level to discuss intervention options for the student. Create an IAIP in partnership with the teacher and family. Parent/legal guardian signs the IAIP parent/legal guardian agreement form.
Action Step 3: Determine status. Continue the IAIP until the student meets expectations, and per school system policy, determine final retention or promotion status.

Students must meet attendance requirements to be eligible for promotion.

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see Section VI. Support for students).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

In 3rd grade, student promotion will be contingent on students' performance on DIBELS 8th literacy screener, per Act 422/Bulletin 1566. **Grade 3** To be promoted to the next grade, students must pass ELA and Math and one of the other core subjects (Social Studies, Science). Passing grades in these subjects reflect proficiency. Any 3rd grade student who is considered for promotion to grade 4 and has scores below basic on LEAP ELA	

Assessment and has below grade level reading scores should have a plan to help them transition to the next grade level.

The following should be reviewed by the SBLC with administrative approval for additional promotional decisions:

- A student who fails one or two promotional subjects may be considered for promotion to the next grade. SBLC shall consider a student for promotion if he/she attends a district-provided summer program or summer extension program if provided by the district and demonstrates proficiency in the subject(s) failed.
- Significant academic improvement is evidenced by the current school year's LEAP assessments. Evidence is identified by a Mastery or above in the subject(s) failed.

Grade 3 English Learners (ELs)
No EL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention.

Late Entry Grade 3 English Learners (ELs)
For immigrant students, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class beginning at the date of enrollment. The school may not give the student an "F" simply because he/she was not registered in school.

Students must meet attendance requirements to be eligible for promotion.

Promotion of students in grades 6 and 7

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

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

Grades 6 and 7
To be promoted to the next grade, students must pass ELA and Math and one of the other core subjects (Social Studies, Science). Passing grades in these subjects reflect proficiency in grade appropriateness.

• A student who fails one or two promotional subjects may be considered for promotion to the next grade. With prior approval of the principal, a student shall be considered for promotion if he/she attends a state-approved summer school and passes the subject(s) failed. SBLC shall consider a student for promotion if he/she attends a district-provided

summer program or summer extension program if provided by the district and demonstrates proficiency in the subject(s) failed.

- Significant academic improvement is evidenced by the current school year's LEAP assessments. Evidence is identified by a Mastery or above in the subject(s) failed.

7th Grade Carnegie Credit

If an 7th grade student is enrolled in a Carnegie credit bearing course, the high school promotion and transition considerations, including the district policies/considerations, apply for the Carnegie credit bearing course only. (See pp. 14-16 in this document.) If an 7th grade student enrolled in a Carnegie credit bearing course fails the course, the student will be allowed to retake the course at the high school level. At this time Health is offered in the 7th grade. PE cannot be taken as a Carnegie credit course in middle school.

Grades 6 and 7 English Learners (ELs)

No EL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention.

Late Entry Grade 6 and 7 English Learners (ELs)

For immigrant students, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class beginning at the date of enrollment. The school may not give the student an "F" simply because s/he was not registered in school.

Students must meet attendance requirements to be eligible for promotion.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;
    - the student had an overall 2.5 grade point average on a 4.0 scale;
    - the student had a minimum 92 percent attendance during the school year;
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
    - The student has attended a LEAP summer remediation program offered by the LEA.
- LEP Waiver - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
    - a physical illness or injury that is acute or catastrophic in nature;
    - a chronic physical condition that is in an acute phase
        - physical illness - appropriate documentation must include a verification that the student is under the medical care of a licensed physician for illness, injury or a chronic physical condition that is acute or catastrophic in nature.
        - documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
    - court-ordered custody issues.
        - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

8th Grade
To be promoted to the next grade, students must pass ELA and Math and one of the other core subjects (Social Studies, Science). Passing grades in these subjects reflect proficiency in grade appropriate skills.

The following should be reviewed by the SBLC with administrative approval for additional promotional decisions:

- A student who fails one or two promotional subjects may be considered for promotion to the next grade. SBLC shall consider a student for promotion if he/she attends a district-provided summer program or summer extension program if provided by the district and demonstrates proficiency in the subject(s) failed.
- Significant academic improvement is evidenced by the current school year's LEAP assessments. Evidence is identified by a Mastery or above in the subject(s) failed.

Due to the delay of LEAP scores being reported, students that fail ELA or Math or both will be placed in a LEAP (remediation) class based on unsatisfactory score(s) they receive. Students with unsatisfactory scores and have an IEP will be placed in a Study Skills class for remediation.

8th Grade Carnegie Credit
If an 8th grade student is enrolled in a Carnegie credit bearing course, the high school promotion and transition considerations, including the district policies/considerations, apply for the Carnegie credit bearing course only. (See pp. 14-16 in this document.) If an 8th grade student enrolled in a Carnegie credit bearing course fails the course, the student will be allowed to retake the course at the high school level. At this time Math Essentials is offered in the 8th grade. PE cannot be taken as a Carnegie credit course in middle school.

Grade 8 English Learners (ELs)
No EL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention.

Late Entry Grade 8 English Learners (ELs)
For immigrant students, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class beginning at the date of enrollment. The school may not give the student an "F" simply because he/she was not registered in school.

Students must meet attendance requirements to be eligible for promotion.

Transitional 9th Grade

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

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

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

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

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

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

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

High school promotion and transition considerations

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

Financial Aid Planning: The linked memorandum outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA

completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
    i. receiving more than two credit recovery credits annually; and/or
    ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or a certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all requirements for an NCAA-approved core course.
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

Credit recovery programs

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

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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

High School Promotion
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. Carnegie unit courses are either half credit or full credit courses. Students must meet the minimum attendance requirements and must have a semester average of 59.5 or better to pass for the semester. However, if the student fails the first semester of a course and has a second semester average high enough that when averaged with the first semester gives a final average of 59.5 or better, then the student will receive full credit for the course.

Promotion

From Grade	Total Earned Carnegie Units of Credit
9 to 10	6 Units
10 to 11	12 Units
11 to 12	17 Units

In order to be classified as a 12th grader, in addition to being sufficiently credited, a student must also meet all state and diploma requirements for graduation in the spring of the academic year.

Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.

Students participating in the Leap Connect (LAA1) alternative pathway will follow the same grade progression as traditional students but will be promoted by courses successfully passed (in accordance with the graduation pathway).

Graduation

To earn a standard high school diploma, students must complete all graduation requirements as outlined by the state of Louisiana including: the completion of the required Carnegie units, passage of the required assessments and/or Industry Based Certifications (IBCs), and completion of the Louisiana Workforce Commission Form (ACT 567).

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.

Other Considerations

1. Credit Recovery: Credit refers to an instructional program for students who have failed courses taken previously. Credit Recovery uses an individualized-paced, interactive computer program. Student activities are competency based and are adjusted based upon the student's individualized mastery of skills. Once students have completed all requirements for a particular course, the facilitator will complete the necessary paperwork for issuing the student's grade, and will provide the Edgenuity progress report to the school counselor, who will then add the credit recovery course to the student's transcript. The grade for the previously failed course is not replaced or deleted from the student's transcript. Grading criteria for the program is as follows: mastery tests/quizzes/exempted assignments (50%), End of Semester assessment (25%), and unit post-assessments (25%).

- 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.

- Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript. Previously attempted coursework is not deleted or replaced on the official transcript. Completed credit recovery courses must be recorded and clearly labeled on the official transcript. Final progress reports shall be filed in the student's academic records.
- Credit recovery courses must be facilitated by a certified teacher. The coursework is self-paced and competency based. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

2. Non-Traditional Courses: Non-traditional courses refer to instructional programs that are delivered remotely, online, or through blended learning. Non-traditional courses are standards-based and engage students in a variety of learning activities. Various methods are utilized to assess the mastery of the content as reflected in the Louisiana content standards.

3. Dual enrollment courses: Dual enrollment (DE) allows high school students to enroll in high school and college simultaneously while receiving credit on both their high school and college transcripts. Courses are offered to juniors and seniors.
The high school shall approve, in advance, the course(s) to be pursued by the student.

- The student shall meet the eligibility requirements established by the college.
- Dual enrollment courses shall be calculated in the student's high school GPA, reflected on the high school transcript, and reflected on the college transcript as a letter grade.
- If a student enrolls in a college course without going through the dual enrollment program process, high school credit will not be awarded.
- Dual enrollment courses offered:
    - English IV = English Composition I and II
    - Advanced Math DE = College Algebra and Trigonometry or Statistics
    - World History = World Civilization I and II
    - Pre-Educator I and II = Curriculum 1001 and 2001 (can be sophomore)
    - Other courses upon approval not necessarily for a high school credit = Art/Music/Dance History or Appreciation, Psychology, Elementary Spanish

4. Other specialized courses (including NOCCA, Apprenticeships, and other specialized courses)

- Specialized courses pursued that exceed the maximum number of courses on a student's school schedule, shall be transcribed as a Pass/Fail (P/F).
- P/F grades are not assigned a quality point value and will not be included in the calculation of the student's high school GPA.
- A course at NOCCA consisting of more than one credit shall be counted no more than one unit of credit toward high school graduation.

Late Entry High School English Learners (ELs)

For immigrant students, the district's attendance policy begins at the date of registration. In high school, the student's promotion is determined by the number of credits earned. The school may not give the student an "F" simply because s/he was not registered in school.

V. Individual Graduation Planning

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor, career coach) or IEP team (when applicable) shall begin to develop an IGP. An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

A Transition Specialist is provided with Louisiana Rehabilitation Services to provide transition and coaching services via the IEP for the students with disabilities.

Our middle schools utilize STAR Academy in math and science to relate modules to related careers.

Career Compass has been contracted to work with 6-8th grades and provide six or more career exploration activities per grade level per year. Career Interest Inventories will be administered in the 6th grade and updated in the 7th and 8th grades. These activities will align with LA Works high-demand sectors for our region. They will also work with 8-11th grades for career planning, pathway selection, and IGP support. The 12th grade will receive individual coaching for college and career planning.

Individual Graduation Planning (IGP)
Career activities in 6-8th grade will be documented annually in the student's IGP. By the end of the eighth grade, each student shall begin to develop, with the input of his/her parent(s) or other legal custodians and school counselor, an individual graduation plan. Each student's IGP lists the courses students will take in subsequent years and identifies the diploma path they choose. The plan is reviewed, updated, and signed annually.

V. Placement of transfer students

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

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

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

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

Approved schools within the state (public/nonpublic)

A. Transfers within the School System

- Students transferring within the school system during the school year must present an official withdrawal form from the school which they are leaving, in order to register at the new school. Students with an approved transfer to attend an out of attendance zone school must present the official transfer request form identifying the transfer status.
- The parent/legal guardian of the transferring student should sign a release form indicating legal permission to release student records from the school last attended. The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy
- The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy.

B. Transfers from a State-Approved School (public/nonpublic; In-state)

- In addition to "A" from above, all students transferring must provide a properly certified transcript showing his/her record of attendance, achievement, and the units of credit earned.
- A transferring student entering grades 4, 6, 7, and 8 is not required to take a placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the previous system.
- 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 state placement test. Students who have scored below "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

- LEAP 2025 Transfer Rules for State-Approved nonpublic school for transfer students entering grades 10, 11, or 12:
  - Is not required to take the LEAP 2025 High School assessment for courses he or she already successfully completed for Carnegie credit.
  - Shall be required to take the LEAP 2025 High School assessments for courses he or she previously took but did not pass.
  - In order to meet the LEAP 2025 High School assessment pair requirements, the student may choose to take the LEAP 2025 assessment for a course he/she has already passed if he/she scored Unsatisfactory on the LEAP 2025 assessment for another course in the pair.

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

- In addition to "A & B" from above, students entering grades 4, 6, 7, and 8 from an approved out of state public/nonpublic or out of country school are not required to take the placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the out of state/country system. The transferring student will be allowed credit for work completed in the previous school.
- 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 state placement test. Students who have scored below "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

LEAP 2025 Transfer Rules

1. The following applies to a transfer student who is a Louisiana resident transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program.
   a. A transfer student is not required to take the LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.
   b. A transfer student shall be required to take the LEAP 2025 test for courses he/she previously took but did not pass.
   c. A transfer student may choose to take a LEAP 2025 test for a course he/she already successfully completed if:
      i. the student scored Unsatisfactory on a LEAP 2025 test in another course;
      ii. and the student has passed the LEAP 2025 test for one of the LEAP 2025 pairs.

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

Grades 3 – 9
Students entering grades 3 - 9 transferring to a public school system from home study or any non-approved private school must take an ELA and math placement test before enrolling in these grade levels.

Grades 9 – 12
A high school student transferring to a public school system from home study or any non-approved school must demonstrate proficiency prior to being awarded high school Carnegie credit for a course.
Criteria:

- If the parent provides extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, then the student will be administered the appropriate Carnegie unit proficiency exam to determine if Carnegie units can be awarded for each of the subjects taught during the non-approved program.
    - The Louisiana Department of Education and BESE Board are requiring students transferring from home study or non-accredited, non-approved private school seeking to earn a Carnegie unit credit in a course with a state-administered end-of-course exam to demonstrate proficiency on LEAP 2025 assessments (Bulletin 741 2314 F). LEAP 2025 High School exams are administered for English I, English II, Algebra I, Geometry, Biology, Civics, and U.S. History. In order to receive the credit, the student must pass with an achievement level of at least Approaching Basic on the LEAP 2025. LEAP 2025 High School exams are administered in December, April, and June.
    - Students seeking to earn a Carnegie unit credit in a non-LEAP 2025 course must demonstrate proficiency on a state-approved district-created exam aligned to state content standards. The student must earn at least 60% on the applicable state-approved district exam.
- The principal shall request the proficiency examination from the appropriate central office unit. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams
- After the student has demonstrated a passing score on the proficiency examination, then the course title earned shall be entered on the Certificate of High School Credits (transcript). Minimum proficiency standards must be indicated in the remarks column designated as a "P" for passing (proficiency grades are not included in GPA calculations). The school issuing the high school diploma must account for all credits required for graduation and document when and where this credit was earned.
    - The student shall not be allowed to take proficiency examinations to earn credit for a failed course taken at an approved high school.
    - If the parent is unable to provide extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, the student will not be administered the proficiency exam and the student will be admitted as a transitional ninth grader (T9) or the appropriate grade as it relates to the Carnegie units they have earned.
        - ❖ This also applies to students with significant cognitive disabilities on the Jump Start TOPS Tech Pathway (LEAP Connect).

All courses attempted yielding Carnegie credit will be entered upon receipt from transferring school. Any course entry disputes must be reconciled within one (1) year of enrollment.

VI. Support for students

Uniform grading policy

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

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

School year support

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

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

foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.

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

Summer remediation

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

VIII. Literacy support standards for grades K-3

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

IX. Course Choice

Local Education Agency Responsibilities

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

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

- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Students with Significant Disabilities
Students with disabilities who have a current 1508 evaluation will participate in the end of year state assessments. Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations).

If the IEP team chooses to make a data-driven recommendation that, in any way conflicts with any criterion of the Pupil Progression Plan, the principal is to make a written recommendation to the Special Education Director for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Special Education Director.

If a student scores below grade level on the DIBELS 8th Assessment at the end of K-3, the student can still be promoted to the next grade level if:

- The IEP indicates that the screener is not appropriate for the student with a disability.
- A student with an IEP or 504 Plan has received intensive reading interventions for two years and still scores at the lowest achievement level on the literacy screener.
- A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
- A student exhibits characteristics of dyslexia based on current LDOE approved screeners and/or assessments.

In secondary grade levels, alternate pathways, including the April Dunn Act, may be available for promotion and placement for students with disabilities.

XI. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
    - The student must be a resident of Louisiana and meet at least one of the following:
        - The student participated in the Louisiana Scholarship Program for the previous school year.
        - The student is entering kindergarten.
        - The student was enrolled in a public school for the previous school year.
        - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
    - enrolls full-time in a public school;
    - ceases to be a resident of Louisiana;

- is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
- graduates or withdraws from high school;
- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XII. Alternative Education Placements

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

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

ALTERNATIVE PROGRAM
Horace G. White Learning Center is a school program for students who have been recommended for suspension /expulsion and for special education students or students with 504 Accommodations referred for alternative placement. (Students with disabilities will be placed per a team decision and will receive their complete special education services and 504 accommodations.) Students will also receive character development programming as part of the transition back into the traditional education setting.

Student referral to this alternative learning program may be for a minimum period of 5 or more days with actual attendance to be determined by the Child Welfare and Attendance Supervisor and/or the Special Education Supervisor. Special situations/behaviors may result in longer periods of stay at this program site.

XIII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

Students with disabilities
Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and Bulletin 1706, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509. At each IEP meeting, parents are offered the Louisiana Educational Rights of Students with Disabilities document, informing them of their parental rights. Receipt of the manual is documented within the IEP.

A promotional decision for students with disabilities must be made through the IEP decision process.

Section 504 students
Due process procedures for identified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Franklin Parish Schools Parent/Student Rights under Section 504 of the Rehabilitation Act of 1973 and Bulletin 1903 documents provided to parents/guardians at least once yearly and when parental permission is requested.

Hearings (Student Placement and Promotion)
If at any time the parents cannot come to an agreement with the school regarding their child's student placement and promotion, they have the right to ask for an impartial hearing. The hearing may be held on any matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

<u>Hearing Rights</u>
Rights to which both the parents and the school are entitled include the right to:

- Be accompanied and advised by legal counsel and by persons with special knowledge and training with respect to special education or the needs of students with disabilities
- Present evidence, cross-examine, and compel the attendance of witnesses
- Receive a written or recorded verbatim record of the hearing
- Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing
- Have their child attend the hearing
- Open the hearing to the public

Request an interpreter for language access needs, provided by FP Schools.

XIV. Additional LEA policies related to student placement and promotion

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

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

A. HONOR STUDENTS: Grade point average based on letter grades from each nine weeks shall be used to determine class rank and honor students in all Franklin Parish Schools. Only core courses are used when determining honor roll. Students with a "B" average (3.0 GPA) or higher in all core subjects, with no grade lower than a "C" (no "D's" or "F's"), are considered for Honor Roll. In grades 6-12, P.E. is used when determining this average. P.E. is not counted in grades K-5. Gifted, Incentive, and Enrichment grades are not considered core subjects and are not used when calculating GPA for honor roll.

B. VALEDICTORIAN/SALUTATORIAN: If there is a tie when determining Valedictorians and Salutatorians, the tie shall remain and Co-Valedictorians /Salutatorians shall be named.

C. MINIMUM CLASSES PER YEAR: Students in grades 9-11 must pursue a minimum of seven (7) classes per year. Twelfth grade (senior) students will be required to take a minimum of four (4) classes per year.

D. INCOMPLETE GRADES: Incomplete assignments/tests for each grading period (9-weeks) shall be marked as Incomplete (I). All incomplete (I) grades must be completed and the earned grades entered by the end of the 2nd week of the new 9-weeks or the assignment/test grade becomes a "0".

E. GRADE RECOVERY: Students may erase a failing 9 weeks grade and replace it with a passing grade through grade recovery. Grade recovery is an after-school program designed to cover material from a previous 9 week grading period(s) where a student experienced a lack of understanding, and replace the failing mark with a passing grade for that marking period. *Students are scheduled for grade recovery through the Counselors' Office. Grade recovery instruction/intervention shall be provided through certified teachers approved by the school principal and supervisor of secondary education. Recovered grades shall be forwarded to the District Office for updating.

F. CREDIT RECOVERY: Students who have failed a semester/course during the regular school year may replace the F grade with a passing grade through Credit Recovery. Credit Recovery takes place during spring semester and summer school for the school year. Recovery classes are scheduled through the Guidance Office.

G. GRADE POLICIES FOR GRADES/COURSES FOR WHICH LETTER GRADES ARE NOT USED: Kindergarten Letter grades (A, B, C, D, F), determined by numeric averages, are to be reported for ELA and Math. Grades for all other Kindergarten subjects shall be recorded as Satisfactory (S) or Unsatisfactory (U). Grades 1-4 Numeric/Letter grades will be recorded for all core subjects. Physical Education, Music, Art, Incentives, and Enrichment shall be recorded as satisfactory (S) or unsatisfactory (U). Grades 5-8 Numeric/Letter grades will be used for all subjects. (Enrichment, incentives, and Gifted are considered enhancements to the regular

program. Numeric/Letter grades for these courses will be recorded but will not be considered when determining GPA for grades 5- 8.) Grades 9-12 Numeric/Letter grades will be recorded for all subjects.

H. Students in K-8 are only allowed to repeat a grade two times.

I. Grade Skipping (K-8): When considering promotion in grades K-8, any student two (2) years overage for his or her grade placement (by September 30) may be referred to the School Building Level Committee for placement. The overage student may skip one grade level only (ex. 5th to 7th grade). All students must attend the 8th grade for a complete school year. This placement is subject to the Superintendent's or designee approval.

APPENDIX A

A. STATE TERMS

1. Acceleration - advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a gifted student as identified according to Bulletin 1508.

2. Alternate Assessment - the substitute way of gathering information on the performance and progress of students who do not participate in typical state assessments.

3. Content Standards - statements of what the Louisiana State Department of Education expects students to know and be able to do in various content areas.

4. Promotion - a pupil's placement from a lower grade to a higher grade based on local and state criteria contained in these guidelines.

5. Pupil Progression Plan - the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the Louisiana Educational Assessment Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A pupil progression plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.

6. Regular Placement - the assignment of students to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan. Placement includes promotion, retention, remediation, and acceleration.

7. Remedial Programs - programs designed to assist students including identified exceptional and Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Educational Assessment Program and other local criteria.

8. Remediation – activities designed to assist students identified as exceptional to overcome educational deficits.

9. Retention – a student is not promoted from his/her current grade.

B. LOCAL TERMS

1. Academically Able - Students must be performing at least on grade level in the discipline area in question in order to be considered academically able.

2. At Grade Level or Above – Students who demonstrate proficiency towards mastery of grade-level content standards are considered as at grade level.

3. Career & Technical Student - a student who has chosen a career path as identified in his career portfolio.

XV. LEA assurances and submission information

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

Franklin Parish

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

Date approved by local school board or governing authority: October 6, 2026

Superintendent

Board President