

2023-2024 Pupil Progression Plan

Local Education Agency:

St. Charles Parish Public Schools

Background and Purpose

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

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test_in mathematics, English language arts, science, and social studies_needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been 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 the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

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

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

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

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

Kindergarten:

Promotion to the first grade will be based upon the following:

1. Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. The only exceptions to the attendance regulations shall be those enumerated in Bulletin 741 and verified by the Director of Child Welfare and Attendance. Appeal will be available through the Director of Child Welfare and Attendance.
2. Observable evidence of the child's level of readiness which is determined by the professional evaluation of the classroom teacher. Evidence of academic readiness as indicated on:
 - i. The language arts and math grade-level requirements for kindergarten
 - ii. The kindergarten report card

Placement in first grade will require that the student demonstrates readiness as determined by district designed reading and math assessments. The readiness assessment shall be used to determine placement and appropriate support.

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

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

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

Each principal shall annually verify that he/she has monitored the promotion and placement decisions made for his/her students in compliance with the policies of the Louisiana Department of Education and St. Charles Parish Public School System.

The School Building Level Committee is charged with the responsibility of reviewing all information regarding promotion and placement decisions. The parents will be informed by mail of the School Building Level Committee's decision. If the decision is for retention in the current grade, the parent will be informed of the right to appeal at the school level.

Grades K, 1, 2, 5, 6, 7:

Factors that will determine the promotion or retention of children enrolled in grades K, 1, 2, 5, 6, 7 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.
2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:

Concerns for student academic achievement were addressed through the RTI or SBLC processes by the third grading/reporting period.

Retentions

All retentions of students shall be within the following limitations:

- Grades K-4*: Six year maximum (allows for 1 retention only)
- Grades 5-8: Five year maximum for students retained less than 2 times in lower grades (allows for 1 retention only) Four year maximum for students retained 2 times in lower grades

*If a student does not meet promotional requirements for a second time in grades K-4, school personnel will review, revise, and implement any individual literacy and/or individual academic improvement plans that have been developed for the child and are required by state policy.

A student who has repeated 4th grade may be promoted or placed in 5th grade. However, a student who has repeated the 4th grade and who is 12 years old on or before September 30th (age consideration) shall be referred to SBLC for review of placement into 5th or 6th grade.

The SBLC recommendation will be sent by the principal to the Executive Directors of Elementary and Secondary Schools for approval.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.

- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

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

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

Factors that will determine the promotion or retention of children enrolled in grade 3 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.
2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:
Concerns for student academic achievement were addressed through the RTI or SBLC processes by the third grading/reporting period.

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

Factors that will determine the promotion or retention of children enrolled in grade 4 in St. Charles Parish are as follows:

1. Successful completion of grade-level coursework.

2. Classes in grades K-12 in St. Charles Parish Public Schools will follow the guidelines as required by Bulletin 741 and the district curriculum consisting of standards, benchmarks, and grade-level and course expectations.
3. Placement/promotion criteria apply to regular education students as well as to students with disabilities participating in the LEAP.
4. Evidence of the following must be provided in order to retain a student:
Concerns for student academic achievement were addressed through the RTI or SBLC processes by the third grading/reporting period.

If a student does not score “Basic” on at least two core academic subjects, the students will be offered the opportunity to participate in the district summer remediation program.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

Placement decisions for 8th grade will be made based on student coursework performance and determined by SBLC. After summer-school, SBLC will convene to make further decisions such as placement into T-9 or regular 9th grade. Students will be scheduled into Intensive English and/or Intensive Algebra for subjects scoring below Basic.

All repeating 8th grade students will receive instruction at the enrolled high school.

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
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 LDE the rationale for any student:

- a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
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, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

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

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

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 if 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.

Information for school administrators

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

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

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

Elementary (K-8) students transferring from an approved school, public or non-public, within the state shall earn credit earned for work completed in the prior school. Diagnostic testing or additional assessment may be used to determine appropriate placement.

When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, and the units of credit earned, shall be required. (Bulletin 741) Letter grades (i. e., A, B, C, D, F) on student records will be converted to percent scores for the purpose of averaging using the following conversion scale:

A- = 93% A = 97% A+ = 100%
B- = 85% B = 89% B+ = 92%
C- = 75% C = 80% C+ = 84%
D- = 67% D = 71% D+ = 74%
F = 65%

For students transferring from Home Study or schools not approved by the LDOE (public/nonpublic), the student shall take an entrance examination on any subject matter for which credit is claimed. The school issuing the high school diploma shall account for all credits required for graduation, and records will show when and where the credit was earned.

The school system will administer a placement test to students whose anticipated grade placement is in grades 3, 4, 5, 6, 7, 8 and 9. The level of the test to be administered will be determined by the student's anticipated grade placement as evidenced by a prior report card or by the Home Study application. There will be a \$35.00 per student testing fee.

The student's progress will be monitored by the assigned teacher over a two week period to determine the appropriateness of placement. At the end of two weeks, if the student demonstrates competency beyond the current grade placement in both reading and mathematics, he/she will be recommended for placement in the next higher grade level. The School Building Level Committee will consider the teacher recommendation, review all data and determine appropriate placement of the student.

The following procedures will provide a comprehensive assessment plan for determining whether Carnegie unit credit will be awarded to a student returning from Home Study or school not approved by LDOE:

1. The parent must provide verification that the student was enrolled in the Home Study Program with the Louisiana State Department of Education or schools not approved by the LDOE (public/nonpublic) from the previous year. If the parent does not provide verification, then the student will be placed in the anticipated grade level as evidenced by his/her prior school records and Carnegie units previously earned.
2. The principal will request that the parent provide a report card verifying the last grade attended by the student in a public, private, or parochial school.
3. If a student's anticipated grade placement is grade 9, the student must have evidence that he/she has passed the English/language arts and mathematics portions of the state mandated test, or the state mandated placement test.
4. The parent will provide documentation of a sustained curriculum during the Home Study or schools not approved by the LDOE (public/nonpublic) in the subject areas for which Carnegie unit credit is being requested.

If the parent is unable to provide documentation of a sustained curriculum during the Home Study or schools not approved by the LDOE (public/nonpublic) enrollment in the subject areas for which Carnegie unit credit is being requested then the student will be re-admitted to the high school at the anticipated grade as evidenced by the student's prior school records, and no Carnegie unit credit will be awarded for the subjects taught in the Home Study Program/unapproved school.

5. A student admitted to grades 9-12 who meets the criteria established in steps 3 and 4 will be granted ½ Carnegie unit credit by passing a St. Charles Parish mid term core exam and, upon passing the mid-term, ½ Carnegie unit credit by passing a St. Charles Parish final core exam for each course in which a Carnegie unit is requested. In the case of English IV, a research paper must be completed in accordance with course requirements. Core exams will be administered only for courses for which exams have been developed. There will be a \$35.00 per student testing fee.

6. After the student has demonstrated a passing score on a core exam, the course title, year taken, P/F (Pass or Fail), and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). C.E. (Credit Examination) must be indicated in the remarks column.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned

remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

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

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

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

At the time of a student's initial enrollment, a Home Language Survey is completed to determine the primary or home language. If a language other than English is identified on the Home Language Survey, the student is identified as language minority and is then screened to determine his proficiency in the English Language. The completed survey is placed in the student's cumulative folder.

If the student is transferring from another Louisiana public school system, and has an ELPT test history indicating Limited English Proficiency, the student's parents will be notified that the student is eligible to continue services and the test history report will be placed in the student's cumulative folder.

If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student is placed no more than one grade level below chronological age/grade placement except at the high school level where placement will be determined by credits earned.

Whenever possible, the native language is used in instruction to the extent necessary for the student to obtain understanding of basic concepts during the period in which he/she is in the process of learning English language skills. English learners shall be provided instruction that fosters their success in mathematics, science, social studies, and language arts. Students

eligible for the supplementary support of instruction can receive Title 1 services or services from any other federally, state, or locally funded programs.

Instructional programs for English Learners must address English as a Second Language (ESL) development in Language Arts, Reading, English, and other academic courses (refer to Bulletin 741). English Learners students may receive services through the age of 21.

Arrangements will be made by the ESL program supervisor for the language minority student to be tested for English proficiency within thirty (30) days of enrollment. The current English proficiency screener is ELPS.

The monitoring will consist of a review of the exiting student's report cards for a period of 2 years by the ESL program supervisor. Sustained grade averages of 75% or better will be evidence that full language proficiency has been reached. If these students cannot demonstrate such success in the general education program for reasons related to English language acquisition, they may be reclassified as English Learners. If students are experiencing problems, the ESL teacher will meet with the students to address the issues.

XI. Alternative education placements

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

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

ADAPT (Alternative Discipline A Positive Turn-Around)

ADAPT is a full day alternative program for students in grades 6-12 who are suspended from their home-base school. Students are required to attend ADAPT before they can reenter their home-base school. ADAPT is designed to help each student address negative behaviors, to reinforce a positive attitude, and to make him/her accountable for his/her actions so that he/she becomes a responsible citizen.

This environment provides discipline, social skills, academics, physical exercise, and counseling in a structured and respectful setting.

Landry Educational Programs Center (LEPC)

The Eual J Landry, Sr. Educational Programs Center (LEPC) is comprised of regular education and special education students who have met criteria for eligibility. Candidates for LEPC exhibit behavior that makes it inappropriate for them to remain in a self-contained classroom in a regular school setting. LEPC placement will be considered the least restrictive environment for special education students according to their individualized education plans (IEPs). LEPC placement for regular education students will be provided as a result of recommended suspensions and expulsions. Other students may be eligible for LEPC under extenuating circumstances.

Students at the Landry Educational Programs Center have access to the curriculum as students at their home-base schools. LEPC high school students use Edgenuity, a computer-based software program, to access the general education curriculum in the core content areas. Other programs may be offered at the LEPC such as HiSET preparation. The center abides by all state and local policies and procedures when addressing PPP and graduation requirements.

Remote Learning

In the event that SCPPS provides remote learning to students, remote learners students will adhere to St. Charles Parish Public Schools' Pupil Progression Plan and the same grading policies as students learning on campus. Remote learners are required to participate in any state and local assessments as determined by the Louisiana Department of Education and St. Charles Parish Public Schools. Remote learning instruction is aligned to the Louisiana Student Standards.

XII. Due process related to student placement and promotion

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

The School Building Level Committee is charged with the responsibility of reviewing all information regarding the decision. The parents will be informed by mail and by phone of the School Building Level Committee decision within 3 working days of the last scheduled day for students. If the decision is for the student to be retained in the current grade, the parent will be informed of the right to appeal at the school level.

School level appeals must be filed with appropriate school officials (home-based school) within ten (10) working days of notification. Records, reports, and any evaluative criteria, upon which the promotion decision rests shall be available within the confines of the confidentiality laws, to the legal parent(s)/guardian(s) initiating the review. Academic evidence of the student's

deficiencies should be presented to the parents.

The general procedure of due process shall be followed in the review.

School Level Appeal

The SBLC (School Building Level Committee) is charged with the responsibility of reviewing all information regarding the retention decision. Review of placement shall be conducted by the School Building Level Committee members appointed by the principal. The student's classroom teacher(s) should be a member of the committee. The parent shall be invited to appear before the committee as part of the appeal process. Academic evidence of the student's deficiencies should be provided to the parents.

If the initial SBLC decision stands, the parents will be informed by mail and by phone of their right to appeal to the District within 3 working days of the SBLC appeal meeting. The notification to the parents must include a copy of the District Appeals Form.

District Level Appeal

Grade placement appeals to the District Level must be received at the St. Charles Parish School Board Office within 10 working days of notification.

Records, reports, and any evaluative criteria, upon which the promotion decision rests shall be available within the confines of the confidentiality laws, to the district-level appeals committee. The general procedure of due process shall be followed in the review.

The responsibility of the District Appeals Committee is to review the process used to render a student placement decision, along with analyzing evidence of student performance. The committee shall consist of the Director of Instructional Support, a grade band Curriculum Specialist or designee, Special Education personnel (if applicable), and other district personnel as needed. The Director of Instructional Support will ensure the following procedures are adhered to:

- Inform parents of their right to address the District Appeals Committee Meeting.
- Inform school administration of their right to have a representative address the District Appeals Committee. A school representative(s) familiar with the student's performance (administrator, teacher, etc.) should participate in the district-level appeal meeting.
- Review documentation and evidence of compliance with procedures provided by the SBLC.
- Review documentation and evidence of the student's academic performance.
- Render a decision based on the review of all required documentation and evidence.

Send written notification by certified mail of the decision to parents within ten (10) working days.

XIII. Additional LEA policies related to student placement and promotion

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

Due to any waivers granted by BESE, PPP may be amended or adjusted to align with the BESE waivers.

Schools through SBLC, grade-level teams, departments, etc. shall identify students who are at risk of failing a course or grade with at least one follow-up before the end of the semester/school year. Notification to parents must clearly state that the student is “at risk of failing” a course or grade.

a. Grades K-8

Parents of students in grades K-8 who are at risk of failing a grade or course shall be notified through a progress/deficiency report, report card, letter, or documented conference no later than upon receipt of the third grading period report card.

b. Grades 9-12

Parents of students in grades 9-12 who are at risk of failing a course shall be notified through a progress/deficiency report, report card, letter or documented conference by the midpoint of the third reporting period.

As future waivers are granted by BESE, PPP will be amended or adjusted to align with the BESE waivers.

Placement Options for Students Retained Two or More Times in K-5

According to Bulletins 1566, 1508 and 1903 review of placement may be initiated by the local school board, superintendent, parent or guardian, and/or school administrators. Once a review of placement has been initiated, the SBLC Committee will review supporting data. Supporting data for all students are as follows: current grade level, student classification, retention history, subjects failing), state assessment results, attendance, behavior records/support plans, and all required RTI folder contents. Although these meetings could be held at the end of the school year, the latest time that this SBLC meeting could be held for any eighth grader is by the end of the first 2.5 weeks of 8th grade year and all other students by the first deficiency report.

Recommendation from SBLC will be submitted to the Executive Director of Elementary or Secondary Schools. The supporting data will be reviewed for any promotion or retention recommendations by the appropriate supervisory staff or designated committee for a recommendation to the Superintendent.

Any current SCPPS student entering grade 7 who is at least two years overage for the grade level may be recommended to the Executive Director of Elementary or Secondary Schools by SBLC to be placed in the next grade level.

Any student transferring into a SCPPS middle school who is at least two years overage for the student's current grade level of record shall be referred to the SBLC for placement determination.

Students approved will have to be supported through a process that requires two (2) of the following supports:

- Additional in-school support (more minutes than regular content classes)
- High-quality curriculum
- Highly-effective/proficient teacher
- Required attendance of Summer Program
- Or entering 9th grade:
 - o Placement into T-9 program
 - o Scheduled into both Intensive Algebra I and Intensive English I courses

Additional Policies and Considerations Used to Determine Placement in Grades 9 and Above and to Support Attainment of a High School Diploma

Factors that will determine the promotion, classification, and course credit of children enrolled in grades 9-12 in St. Charles Parish are as follows:

a. Attendance

Attendance requirements are established in the Board-approved Student Code of Conduct: District Handbook. Secondary students must meet the minimum attendance requirements to be eligible to receive Carnegie unit credit.

The only exceptions to the attendance regulations shall be those enumerated in Bulletin 741 and verified by the Director of Child Welfare and Attendance. Appeal will be available through the Director of Child Welfare and Attendance.

Child Welfare and Attendance staff will intervene after the third absence for a high school student. High schools will offer attendance recovery opportunities.

b. Promotion and Classification

Promotion is made on the basis of earned course credit in the regular program of studies and on the number of years in high school. Course credits earned for each school year are totaled

and grade placement for regular education students and students with disabilities pursuing a high school diploma is determined according to the following:

- Classification in grade 9 (freshman) is accomplished when a student meets the promotional requirements for grade 8.
- Classification in grade 10 (sophomore) occurs when a student has completed one year in high school and has earned 6 units, 4 of which are required.
- Classification in grade 11 (junior) occurs when a student has completed two years in high school and has earned 11 units, 7 of which are required.
- Classification in grade 12 (senior) occurs when a student has completed three years in high school and has earned 17 units, 10 of which are required.

Early graduating students may graduate classified as an 11th grader. Grade re classification for early graduates should not take place.

HiSET students should be classified based on the number of Carnegie credits earned.

In the case of a grade re-classification with principal approval, the process is:

- Student must be exited from PowerSchool with a code of 15 (Exit for reassignment to another grade).
- Student is re-enrolled with code C4 (Re-entry into school) with a new grade level on the same day as exit.
- Documentation is required such as test results, summer school grades, report card, or similar forms located in the student's cumulative records that supports the grade change.

Acceptable ways for meeting the criteria for promotion are listed below:

(1) A specific number of required credits, as described in Bulletin 741, at each grade level, in combination with elective credits earned by the student during the regular school session, will be counted in determining students' eligibility for promotion.

(2) Units earned in credit recovery during summer session or school year may be used to make up deficiencies (i.e., D or F) only. If prior approval has been given by the principal, units of credit earned in an accredited public or approved private school summer school program that adheres to the Louisiana State Standards can be accepted when such earned credit is accompanied with proper verification from the accredited summer school.

(3) Students can earn Carnegie credit by successfully completing all course requirements for distance education courses authorized by the LEA according to the policies in Bulletin 741.

(4) Validation for high school credit earned through BESE approved colleges and universities may be obtained for those college courses taken in collegiate summer programs and in concurrent or early admissions programs in accordance with provisions in Bulletin 741 and

district guidelines and with prior approval by the principal. Units of high school credit may be earned in BESE approved high school programs with prior approval of the principal.

(5) Units of high school credit earned both in summer school and in the regular school term in vocational technical schools in Louisiana which are under the jurisdiction of the State Board of Elementary and Secondary Education will be accepted, upon the receipt of proper verification, for the purpose of remediation or enrichment.

(6) No credit may be given nor any credit accepted by transfer for tutoring or instruction provided by an individual acting privately.

Note that the number of units earned by the beginning of the fall term is the basis on which grade placement will be determined. Students in specially designed regular instructional programs and in courses designed for remediation must meet the unit requirements stated above for promotion.

Students who fail to earn credit in required courses must repeat the courses. Students who fail to earn credit in elective courses may repeat the courses or take other courses that are also electives.


XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this St. Charles Parish Public Schools 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **August 16, 2023**



Superintendent



Board President