

2023-2024 Pupil Progression Plan

**Local Education Agency:
St. James Parish 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 test² in mathematics, English language arts, science, and social studies² 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

Table of Contents

I.	Placement of students in kindergarten and grade 1	4
II.	Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7	5
III.	Promotion of students in grade 3	5
IV:	Promotion of students in grade 4	6
V:	Promotion and support of students in grade 8 and high school considerations	7
VI:	Placement of transfer students	12
VII:	Support for students	13
VIII.	Support Standards for grades K-3	14
IX.	Support Standards for Grades 3 and 4	15
X.	Promotion and placement of certain student populations	16
XI:	Alternative education placements	17
XII:	Due process related to student placement and promotion	17
XIII:	Additional LEA policies related to student placement and promotion	18
XIV:	LEA assurances and submission information	18

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.

Additional local screeners are used for program placements during this school year.

For students who have not attended full day public or private Kindergarten, additional local screeners are used (Math – Acadience and i-Ready; ELA – iReady with DIBELS 8th).

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

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

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

Kindergarten:

The major indicators for K promotion are attendance and 75% mastery in both ELA and Math report card skills (see placement checklist). SBLC reviews all failures/retentions.

Grades 1,2,5,6,7 Promotion Factors include:

- Attendance (See Attendance Policy)
- Grades: Students must pass major subjects with minimum percentages based on grade level checklists (**See individual grade level placement checklists**).
- SBLC reviews all failures/retentions.
 - o SBLC refers students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) to the IEP team for promotion/retention determination.

NOTES:

- *S, N and U subjects are not considered for promotion*
- *Remediation/Intervention options are available at every site.*
 - o *District RTI process ensures Tiered Intervention based on district and state Data*
 - o *State Literacy Assessment/measures are included in RTI*
 - o *Intervention / Literacy Parental information sent in accordance with RTI process.*
 - o *State IAIPs are completed in accordance to district guidance and resources each year.*
- *Outside/private summer hours are not part of promotional factors.*
- *Students shall not be retained more than once per cluster (K-4; 5-8).*
- *In danger of failing letters must be sent home at the end of Quarters 2 and 3.*

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 IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Grade 3:

- Attendance (See Attendance Policy)
- Grades: Students must pass major subjects with minimum percentages based on grade level checklists (**See individual grade level placement checklists**).
- SBLC reviews all failures/retentions.
 - o SBLC refers students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) to the IEP team for promotion/retention determination.

NOTES:

- *S, N and U subjects are not considered for promotion*
- *Remediation/Intervention options are available at every site.*
 - o *District RTI process ensures Tiered Intervention based on district and state Data*
 - o *State Literacy Assessment/measures are included in RTI*
 - o *For 23-24, 30 hours of literacy provided by the district is required in summer remediation per state measure (state requirement).*
 - o *Intervention / Literacy Parental information sent in accordance with RTI process.*
 - o *State IAIPs are completed in accordance to district guidance and resources each year.*
- *Outside/private summer hours are not part of promotional factors.*
- *Students shall not be retained more than once per cluster (K-4; 5-8).*
- *In danger of failing letters must be sent home at the end of Quarters 2 and 3.*

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.

Promotion Factors for grade 4 include:

- Attendance (See Attendance Policy)
- Grades: Students must pass major subjects with minimum percentages based on grade level checklists (**See individual grade 4 placement checklists**).
- SBLC reviews all failures/retentions
 - SBLC refers students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) to the IEP team for promotion/retention determination.

*Notes: .

- Remediation options for promotion are based on School Building Level decision.
 - District RTI process ensures Tiered Instruction based on district and state Data
 - State IAIPs are completed in accordance to district guidance and resources each year.
 - Emphasis for students with deficit LEAP areas are addressed through the IAIP interventions (per state requirements)
- *For 23-24, 30 hours of literacy provided by the district is required in summer remediation per state measure (state requirement)*
- Outside/Private summer hours are not part of promotional factors
- In danger of failing letters must be sent home at the end of Quarters 2 and 3
- S, N and U subjects are not considered for promotion

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.

Promotion Factors for grade 8 include:

- Attendance (See Attendance Policy)
- Grades: Students must pass major subjects with minimum percentages based on grade level checklists (**See individual grade 8 placement checklists**).
- SBLC reviews all failures/retentions
 - o SBLC refers students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) to the IEP team for promotion/retention determination.

*Notes

- *Outside/Private summer remediation is not part of promotional factors*
- Students who do not earn Basic in ELA or Math will be placed in a remediation Math and/or English class. Transitional 9th Grade (T9) designation is determined by school administration based on additional data points (beyond LEAP 2025).
- In danger of failing letters must be sent home at the end of Quarters 1 and 3

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.

Students may enroll in Pearson Connection (NCAA approved) for Credit Recovery, Initial Credit or Grade Enhancement at the students' expense. For initial credit, only courses NOT offered in the SJPSB catalog (example: Journalism) are accepted through Pearson. Since grade enhancement is not provided within SJPS, outside credits may not be accepted unless approved at the district office and comes from an accredited, NCAA approved program at the expense of the student. Credit recovery nor grade enhancement replaces previous grades.

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

Credit recovery, Cohort Recovery and EOC remediation for high school are offered virtually through Edgenuity in the month of June and/or as a fifth block during the school year. Credit Recovery is offered in direct relation to cohort (timely) graduation. EOC remediation is free. Credit Recovery /Cohort Recovery is free and determined by counselors and school administrators and is based on recovery courses needed for on-time graduation purposes. Students have the opportunity to repeat a high school course for recovery with no cost. There is ample opportunity within a 4-block schedule to repeat a course in the subsequent school year which factors in on credit/cohort recovery opportunities. Therefore, not all students are given credit recovery options in the summer or as fifth block. Students who pass an EOC but fail the course or fail both the EOC and the course will have an option to take credit recovery as it impacts cohort (timely) graduation. Initial credit and grade enhancement is not offered. Grade enhancement or initial credit from an accredited/NCAA approved vendor may or may not be accepted and needs prior approval. Initial credit is only allowed for courses outside the SJPS catalog (ie: Journalism) upon approval.

Early Graduation:

It is our firm belief that students should plan to spend four full years in high school:

- Early graduation is defined as completion after the first semester of the fourth year (December Graduate). All December graduate candidates must:
 - o submit proper documentation to counselor and administration by July 31st that year (see early graduation form).
 - o complete exit interview with administration, counselor and parent(s) by October 1 of that year.

December graduates may choose to participate in May graduation commencement ceremonies. Intent to participate in ceremonies must be stated in the exit interview process.

Internships, paid/unpaid, credited/un-credited, are offered through the C3 only.

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.

Students transferring from an in- or out-of-state approved school will be allowed credit for work successfully completed in his/her former school provided that a properly certified copy of the student's cumulative record (K-8) or transcript (9-12) is received by the St. James Parish School System. This record/transcript must show the student's record of attendance, achievement, and/or units of credit earned. Schools will contact Child Welfare and Attendance in order to request a ruling on schools within the state. Schools will contact Child Welfare and Attendance in order to request an up-to-date list of current approved Home Study Programs.

Students transferring from in-state, non-public school, approved home study programs or out of state schools entering in grades K,1,2 3,4,6,7,8 shall be administered a district placement test (iReady) at the school sites and students entering in grades 5 and 9 shall be administered a LDOE placement test by the St. James Parish School System (administered at the district office or school site pending time of year). Said placement exams shall be based on age, grade level, and previous educational services. Final placement decisions shall be determined by the SBLC.

If the student is 15 years or older and two or more grade levels behind as determined by LDOE placement test results, the student will be directly placed in the receiving high school's T9 program even if the student has not met the components of the St. James Parish public school Pupil Progression Plan requirements approved by the state for promotion to T9 status.

If the student is 16 years old with no Carnegie credits, the students will be placed in T9. If the transfer student in his/her previous district has met components of the St. James Parish Pupil Progression Plan requirements approved by the state for promotion to T9 status, the student shall be placed accordingly in the High School's T9 program.

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.

- o The student completes summer remediation.
- o 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.
- o 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.
- o 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:CXV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.

- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student

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 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.

Promotion and graduation criteria for students with disabilities identified under the Individuals with Disabilities Education Improvement Act (IDEiA) shall be determined by the student's IEP team. (Per Act 833, 2014 and BESE guidelines and regulations). April Dunn (formerly Act 833) allows IEP teams to make promotion decisions on students not meeting criteria outlined in the PPP for high school alternative graduation pathways and elementary grades 3-8. (Refer to St. James Parish April Dunn Act (formerly Act 833) Procedural Guidance Document)

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 Superintendent of Schools for his/her consideration. All supporting documentation which was considered while discussing this student must be included with the written recommendation to the Superintendent.

Students identified as having a disability according to IDEiA or Section 504 shall receive instruction in accordance with their IEP or IAP. Each plan shall include any language-related needs with regards to instruction or accommodations in the regular and special education setting. Language-related needs shall be determined by the IEP or SBLC Committee. To assist with determining language-related needs, each ESL Teacher shall provide the SBLC Committee with the student's ELL Accommodations Checklist.

Any evaluation of an ELL student shall include language-free measures to ensure any disability is not a result of a language barrier.

Students with disabilities who are unable to meet the above exit criteria after 4 years or more in ELL status because of their disability, as decided only by consensus of the members of the School Building Level Committee (SBLC), may be exited from EL status (but will still be required to take statewide assessments).

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.

Alternative Center is a program for any student suspended/expelled/excluded in St. James Parish Schools pursuant to the provisions of R.S. 17:416.2.

The program establishes an alternative site for these students and requires that they complete classes at the site and/or through virtual learning at the site or at home. Students will receive instruction in problem solving and conflict resolution that will help them avoid future problems and return to the normal prior school setting.

XII. Due process related to student placement and promotion

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

Regular Education Students

In May of each school year, the SBLC will meet to decide the promotion status of each student identified by the classroom teacher for retention. Parents of students identified to be retained must receive in writing, notification of retention with the right to appeal this decision to the principal. If parents disagree with result of the school level appeal, the parents have 10 days to request a due process appeal. A due process appeal form must be filled out and submitted to the school. Once the school receives the completed due process form, all pertinent SBLC information must be copied and submitted to the Office of Academics or Student Services. Upon completion of the data / appeals review at the district level, a letter will be sent to the parent and a copy sent to the principal.

Special Education Students

The rights of due process for students identified as special education shall be consistent with rights defined in Individuals with Disabilities Education Act (IDEiA) Part B, LEA Application.

504 Students

Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of and included in the Parental Rights for Exceptional Students Booklet distributed to parents at the time parental permission

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.

Current honor/honor graduate and dual enrollment policies and procedures are listed in the current school year's Course Catalog.

The Cypress Grove Montessori Program became effective August 1, 2018. It is a public Montessori and will follow a hybrid model to include state tests and requirements. Curriculum, discipline and grading are non-traditional. Refer to the Montessori handbook for curriculum, discipline and grading checklist details. In the event that a student transfers from the Montessori to a traditional school, the Montessori School/Teacher prior to the transfer will complete a traditional grade conversion from the checklist. In-district transfers are done at mid-year and beginning of the year with documentation. The Montessori is not a school; therefore, test scores go to home-base schools (PES for East Bank students or VES for West Bank students). See Checklist

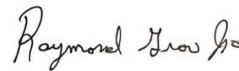
XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **St. James Parish** 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 8, 2023.**



Superintendent



Board President