St. Landry Parish School Board

2026-2027 Pupil Progression Plan

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Superintendent

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I. Background and Purpose

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

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

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

II. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

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

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

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

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

Entry Requirements of All Students

Parents/guardians of all students entering the St. Landry Parish School System for the first time, shall provide the following information for registration, if applicable:

- Copy of birth certificate with number
- Louisiana residents are allowed fifteen days from the date of registration to submit a birth certificate.
- Out-of-state transfer students are allowed thirty days to submit a birth certificate.
- For further guidance, refer to the School Admissions file JBC.
- Social Security Card
- Copy of parent/guardian's picture ID
- Up-to-Date immunization records
- Last Report Card from Previous School
- Proof of residency
- Properly certified withdrawal form from the last school attended
- Properly certified transcript showing the student's academic units of credit earned (middle and high school students only)

- IEP and evaluation
- Completed St. Landry Parish School Board Registration Packet (located at www.slpsb.org)

Initial Entry into Kindergarten-Gifted Students

Students younger than 5 years old by September 30 of the current school year may enter Kindergarten only if they have been evaluated and identified as gifted in accordance with Bulletin 1508 - Pupil Appraisal Handbook. The determination for early entry must be the recommendation of the student's Individualized Education Plan team and must be completed prior to the opening of the school term for which entry is requested.

Kindergarten to First Grade

For the 2026 – 2027 school year, students who did not attend kindergarten, and are 6 years old, may enter first grade if they successfully demonstrate proficiency (60% and above) on the St. Landry Parish Academic Readiness Assessment (ELA and Mathematics).

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

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

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

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

Attendance Requirements

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Elementary students shall be in attendance a minimum of 60,120 minutes out of the required 63,720 minutes a school year. Elementary students may not miss more than ten unexcused (10) days per year in order to be eligible for promotion.

School Building Level Committee

The SBLC (School Building Level Committee) serves as a problem-solving team that reviews data for struggling students. Its purpose in relation to promotion and retention policies is to ensure grade placement decisions are comprehensive, data-driven, and centered on interventions rather than immediate grade retention.

The SBLC manages promotion and retention in several specific ways:

- Reviewing students considered at risk of being retained due to poor grades, high absences, health concerns, or behavioral issues.
- Before retention is considered, the committee must implement and monitor interventions and develop Individualized Academic Support Plans (Reading and Math) to help the student succeed.
- If interventions are unsuccessful, the SBLC will utilize the data made available to make a final, LEA decision on whether promotion or retention is best for the student.

Kindergarten

1. Letter grades of A, B, C, D, or F will be earned in ELA and Mathematics. ELA includes all English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). All other subjects (Science, Social Studies, P.E. and/or Arts) will be graded with O, S, G, N, or U.
2. Students must have at least a 60% cumulative average in English Language Arts and Mathematics to meet promotion requirements.

3. Students must take state standardized literacy and numeracy assessments - Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) and KITE.

Grades 1 and 2

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine - week period) in each graded course (ELA, Math, Science, and Social Studies). ELA includes all areas of English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). Physical Education and the Arts are reported with O, S, G, N, or U.
2. Students must have at least a 60% cumulative average in English Language Arts and Mathematics to meet promotion requirements.
3. Students must take state standardized literacy and numeracy assessments - Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) and KITE.

Grades 4 and 5

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine- week period) in each graded course (ELA, Math, Science, and Social Studies). ELA includes all areas of English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). Physical Education and the Arts are reported with O, S, G, N, or U.
2. Students must have at least a 60% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.
3. A student who has earned a final average of 60% or higher in three of four core subjects (ELA, math, science, social studies) must be brought to the SBLC for promotional consideration. Documented evidence of academic interventions and support (Promotion in Jeopardy, Identification in JCAMPUS, Numeracy/ Literacy Plans, etc.) provided throughout the year must be presented to the committee.
4. Students must take state standardized assessments (LEAP 2025) to be considered for promotion.

Promotion and Retention Policy

1. While students in Kindergarten through fourth grade can only be retained **once** for failure to meet promotional requirements, **Act 422 of the Louisiana Legislature requires the retention of third grade students who score well below on the End-of-Year DIBELS Literacy Screener and fail to meet "good cause exemptions."** Adherence to ACT 422 permits additional retention within this grade band. The principal may appeal to the Superintendent for additional retentions of a student **who has earned a score above "Well Below" on the literacy screener**. Supporting evidence of academic and/or attendance intervention and support must be provided with the request.

2. In order to be considered for promotion, students in grades 5 - 8 who fail to earn a final average of 60% in math and/or ELA, must be given an opportunity to complete the SLPSB Skills Building activities in the necessary course by June 30th.

○ The student must complete the Skills Building activities prior to the SBLC convening the promotion/retention meeting. Evidence of completion (attendance) must be provided as documentation for decisions.

School Building Level Committee (SBLC) as it relates to Promotion/Retention

A student may be recommended for promotion, although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee.

The decision to promote a student must be based on multiple factors including: ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, documented interventions, identification of student support in JCAMPUS,and parent input. The decision makers should also consider the emotional and social implications of retention and determine the necessary support and instruction that will enable the child to improve.

Promotion and mandatory retention of students in grade 3

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

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

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

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

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

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

Attendance Requirements

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Elementary students shall be in attendance a minimum of 60,120 minutes out of the required 63,720 minutes a school year. Elementary students may not miss more than ten unexcused (10) days per year in order to be eligible for promotion.

School Building Level Committee

The SBLC (School Building Level Committee) serves as a problem-solving team that reviews data for struggling students. Its purpose in relation to promotion and retention policies is to ensure grade placement decisions are comprehensive, data-driven, and centered on interventions rather than immediate grade retention.

The SBLC manages promotion and retention in several specific ways:

- Reviewing students considered at risk of being retained due to poor grades, high absences, health concerns, or behavioral issues.
- Before retention is considered, the committee must implement and monitor interventions and develop Individualized Academic Support Plans (Reading and Math) to help the student succeed.
- If interventions are unsuccessful, the SBLC will utilize the data made available to make a final, LEA decision on whether promotion or retention is best for the student.

Grade 3

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine- week period) in each graded course (ELA, Math, Science, and Social Studies). ELA includes all areas of English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). Physical Education and the Arts are reported with O, S, G, N, or U.
2. Students must have at least a 60% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.

3. Students must take state standardized literacy and numeracy assessments - Dynamic Indicators Basic Early Literacy Skills (DIBELS 8) and earn a score above "Well Below" to be considered for promotion as well as KITE assessment.
4. A student who has earned a final average of 60% or higher in three of four core subjects (ELA, math, science, social studies) must be brought to the SBLC for promotional consideration. Documented evidence of academic interventions and support provided throughout the year must be presented to the committee.
5. Students must take state standardized assessments (LEAP 2025) to be considered for promotion.

Promotion and Retention Policy

While students in Kindergarten through fourth grade can only be retained **once** for failure to meet promotional requirements, **Act 422 of the Louisiana Legislature requires the retention of third grade students who score well below on the End-of-Year DIBELS Literacy Screener and fail to meet "good cause exemptions."** Adherence to ACT 422 permits additional retention within this grade band. The principal may appeal to the Superintendent for additional retentions of a student who has earned a score above "Well Below" on the literacy screener. Supporting evidence of academic and/or attendance intervention and support must be provided with the request.

Good Cause Promotion: A Detailed Review of the Criteria for Promotion

All third grade students must be assessed using the approved literacy screener. A third grade student with scores on the literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. **To qualify for a good-cause exemption one of the following conditions should be met.**

- A student with Limited English Proficiency who has been enrolled in an English language assistance program for fewer than two years. If a student comes from out of state and was in an English language assistance program, then those years count.
- An Individualized Education Program (IEP) indicates that the screener is not appropriate for the student with a disability for the purpose of retention.
- A student's Individualized Education Program or Section 504 Plan reflects that intensive reading intervention has been received for two years. The IEP or 504 Plan must include a reading goal.
- A student with an Individualized Education Program or Section 504 Plan was previously retained in kindergarten, first, or second grade.
- A student who has not met Bulletin 1508 eligibility criteria as a student with an exceptionality, has been previously retained in kindergarten, first, second, or third grade, and has received intensive evidence-based structured literacy intervention for two or more years. Intervention should be documented through an individual reading improvement plan.

Please note that intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

Grade 3: Ineligibility for Prior "Home Study" Retention Good Cause Exemptions
ACT 422 provides specific Good Cause Exemptions allowing promotion to the 4th grade for students who have been previously retained in kindergarten, first, second, or third grade *and* have received intensive, documented evidence-based structured literacy interventions for two or more years.
To maintain the integrity of public education standards and tracking, the LEA applies the following strict restrictions regarding home study transfers:

> **CRITICAL POLICY RESTRICTION**: Any self-reported or parent-documented academic "retention" or grade-level repetition occurring while a student was enrolled in a Home Study program does not qualify the student for a Good Cause Exemption under ACT 422.

As a result, A home study transfer student scoring at the lowest proficiency level on the literacy screener who possesses no prior official *public or state-approved nonpublic school* retention history must be retained in the third grade.

School Building Level Committee (SBLC) as it relates to Promotion/Retention of 3rd grade Students

(This section does not apply to 3rd grade students who do not meet the criteria for promotion as outlined by ACT 422)
A student may be recommended for promotion, although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee.
The decision to promote a student must be based on multiple factors, including: ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, documented interventions, identification of student support in JCAMPUS, and parent input. The decision makers should also consider the emotional and social implications of retention and determine the necessary support and instruction that will enable the child to improve.
Each member of the supervisory staff in St. Landry Parish is assigned to schools for monitoring purposes to ensure that the requirements/criteria for placement, promotion, and retention are upheld.
If a teacher/administrator believes that a student should be promoted who did not meet the criteria for promotion, that teacher/administrator should fill out the St. Landry Parish Promotion/Retention Form and present supporting documentation to a committee set up in each school.

If a parent believes that a student should be promoted even though he/she did not meet the criteria for promotion, then the parent should present a request to the school principal. All parental requests for review must be in writing, accompanied by some documented proof to show that a review is needed.
The SBLC Committee, composed of at least three teachers and the principal of the school, will be convened to determine student promotion/retention.
● In elementary/middle schools where there is more than one teacher at a grade level, one teacher must be a teacher of the grade level of the student and one teacher must be of the grade level to which the student is being recommended for promotion.
● If the Principal Supervisor is not present, the committee meeting must be reconvened until the Principal Supervisor can be present to monitor.

Each request will be studied by the SBLC committee. The person making the recommendation for the student will not be involved in the committee's decisive vote. The teacher who has awarded the grade shall give a recommendation for promotion/retention, but shall not vote as a member of the committee. After reviewing information and supporting documentation (transcripts, report cards, test scores, etc.) a decision will be made by this committee based upon what is best for the student.

All decisions must be documented using the St. Landry Parish Promotion/Retention Form. All voting committee members must sign the form as documentation of their participation in the process. The decision of the committee will be made known to the requesting party within three to five days.

In the case of students with disabilities, the IEP team must make the recommendation to the School Building Level Committee.

Promotion of students in grades 6 and 7

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

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

Grades 6 and 7
1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine- week period) in each graded course (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). English Language Arts consists of reading, writing, and language. Elective courses shall be awarded O, S, G, N, or U unless the course is taken for Carnegie credit.

2. Students must have at least a 60% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.
3. A student who has earned a final average of 60% or higher in three of four core subjects (ELA, math, science, social studies) must be brought to the SBLC for promotional consideration. Documented evidence of academic interventions and support provided throughout the year must be presented to the committee.
4. Students must take state standardized assessments (LEAP 2025) to be considered for promotion.

Promotion and Retention Policy
In order to be considered for promotion, students in grades 5 - 8 who fail to earn a final average of 60% in math and/or ELA, must be given an opportunity to complete the SLPSB Skills Building activities in the necessary course by June 30th.
○ The student must complete the Skills Building activities prior to the SBLC convening the promotion/retention meeting. Evidence of completion (attendance) must be provided as documentation for decisions.

School Building Level Committee (SBLC) as it relates to Promotion/Retention
A student may be recommended for promotion, although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee.

The decision to promote a student must be based on multiple factors including: ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, documented interventions, identification of student support in JCAMPUS, and parent input. The decision makers should also consider the emotional and social implications of retention and determine the necessary support and instruction that will enable the child to improve.

Each member of the supervisory staff in St. Landry Parish is assigned to schools for monitoring purposes to ensure that the requirements/criteria for placement, promotion, and retention are upheld.

If a teacher/administrator believes that a student should be promoted who did not meet the criteria for promotion, that teacher/administrator should fill out the St. Landry Parish Promotion/Retention Form and present supporting documentation to a committee set up in each school.

If a parent believes that a student should be promoted even though he/she did not meet the criteria for promotion, then the parent should present a request to the school principal. All

parental requests for review must be in writing, accompanied by some documented proof to show that a review is needed.

The SBLC Committee, composed of at least three teachers and the principal of the school, will be convened to determine student promotion/retention.

- In elementary/middle schools where there is more than one teacher at a grade level, one teacher must be a teacher of the grade level of the student and one teacher must be of the grade level to which the student is being recommended for promotion.
- If the Principal Supervisor is not present, the committee meeting must be reconvened until the Principal Supervisor can be present to monitor.

Each request will be studied by the SBLC committee. The person making the recommendation for the student will not be involved in the committee's decisive vote. The teacher who has awarded the grade shall give a recommendation for promotion/retention, but shall not vote as a member of the committee. After reviewing information and supporting documentation (transcripts, report cards, test scores, etc.) a decision will be made by this committee based upon what is best for the student. All decisions must be documented using the St. Landry Parish Promotion/Retention Form. All voting committee members must sign the form as documentation of their participation in the process. The decision of the committee will be made known to the requesting party within three to five days. In the case of students with disabilities, the IEP team must make the recommendation to the School Building Level Committee.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

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

Attendance Requirements

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Students shall be in attendance a minimum of **60,120 minutes** out of the required **63,720 minutes** a school year and may not miss more than ten unexcused (10) days per year in order to be eligible for promotion.

Development of the Individual Graduation Plan

Before entering high school, each eighth grade student must complete an individual graduation plan of study. The district uses JCampus for the individual graduation plan of study. The parent is required to sign the individual graduation plan (IGP) upon the initial creation and each time the IGP is updated. As per ACT 257, schools must document parental contact attempts made for the signature of these Individual Graduation Plans. Each school facility will log three attempts to contact parents through phone calls, emails, JCAMPUS, and parent teacher conferences. This communication will be monitored and kept by the school counselor.

The creation of the initial IGP and all subsequent changes require consultation of a career assessment taken by the student. St. Landry Parish shall use Kuder for student career assessments.

Criteria for Transitional 9th Grade Consideration:

Student fails to meet course requirements

OR

The School Building Level Committee (SBLC) at the sending school will review data such as standardized test scores, past coursework, and student behavioral data to determine the most appropriate setting for each student. The SBLC team must consist of at least three teachers familiar with the student, the school principal, and the student's guardian. The school's Principal Supervisor shall be present to monitor the committee meeting. If the Principal Supervisor is not present, the committee meeting must be reconvened until the Principal Supervisor can be present to monitor.

Students who enter high school as transitional ninth graders must have an academic support plan attached to their Individual Graduation Plan. The academic support plan consists of the Transitional 9th grade schedule and the included remediation and support.

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

2026-2027 Transitional 9th Grade Schedule

COURSE	Foundational Skills Core / T9 Credits
Business English-9 Remediation used throughout the school day and school year will not account for more than 35 percent of instructional minutes and shall include WorkKeys Curriculum.	1
Math Essentials Remediation used throughout the school day and school year will not account for more than 35 percent of instructional minutes and shall include WorkKeys Curriculum.	1
Physical Education-may be taken online to free schedule for Career Center	.5
Health-may be taken online to free schedule for Career Center	.5
Environmental Science	1
Elective (1) *IBCA, Food Science, Agriculture, Digital Media I, Band I, Art I, Basic Drafting, Introduction to Computational Thinking, or Career Center, Creative Coding (Esports)*	1
Civics	1
TOTAL	7

*Core academic support time is embedded in Business English and Math Essentials core courses.

Transitional 9th Grade

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

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

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

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

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

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

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

High school promotion and transition considerations

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

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

in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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

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

Credit Recovery Courses and Units

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

NCAA Update

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

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

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

Credit recovery programs

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

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

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

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

Grade Requirements

A student shall be granted one (1) unit of credit for a prescribed full year course and one-half (1/2) unit of credit for a prescribed one-half year (one semester) course upon receiving a final grade of 60% or better. One credit is equal to one full Carnegie Unit. One-half credit shall not be awarded for a full credit course. Exception: Career tech courses may grant more than one credit per prescribed course.

Grade placement is to be determined only at the beginning of the year for grades 9, 10, and 11. Grade placement for seniors may be determined at the beginning of the year and at mid-term.

Transitional 9th Grade	**N/A**
9th Grade (Freshmen)	**0 – 5.5 credits**
10th Grade (Sophomore)	**6 - 11.5 credits**
11th Grade (Junior)	**12 - 18.5 credits**
12th Grade (Senior)	**19 credits**

School Building Level Committee (SBLC) as it relates to the awarding of Carnegie Credit

Members of the supervisory staff in St. Landry Parish are assigned to a school for monitoring purposes to ensure that the requirements/criteria for awarding Carnegie Credit are upheld.

If a teacher/administrator believes that a student who did not meet the criteria should be awarded Carnegie credit that teacher/administrator shall fill out the St. Landry Parish Consideration of Carnegie Credit Form and present supporting documentation to a committee set up in each school.

If a parent believes that a student should be awarded Carnegie credit even though he/she did not meet the criteria for Carnegie credit, then the parent should present a request to the school principal. All parental requests for review must be in writing, accompanied by some documented proof to show that a review is needed.

The SBLC Committee, composed of at least three teachers and the principal of the school, will be convened to determine the awarding of Carnegie credit.

In cases involving high school Carnegie units, the committee must include the principal and three academic teachers who teach the student or three teachers of the same subject area.

The school's Principal Supervisor shall be present to monitor the committee meeting. If the Principal Supervisor is not present, the committee meeting must be reconvened until the Principal Supervisor can be present to monitor.

Each request will be studied by the SBLC committee. The person making the recommendation for the student will not be involved in the committee's decisive vote. The teacher who has awarded the grade shall give a recommendation for awarding the Carnegie credit, but shall not vote as a member of the committee. After reviewing the information and the supporting documentation (transcripts, report cards, test scores, etc.) a decision will be made by this committee based upon what is best for the student. All decisions must be documented using the St. Landry Parish Consideration of Carnegie Credit Form. All voting committee members must sign the form as documentation of their participation in the process. The decision of the committee will be made known to the requesting party within three to five days.

Additional High School Considerations:

Diploma Pathways

Students on the TOPS University Diploma Pathway must complete a minimum of 24 Carnegie units of credit, while students on the Tops Tech Jump Start Diploma Pathway must complete a minimum of 23 Carnegie units, and pass the required Industry Based Credential(s) exam(s) for the pathway they have declared. In addition to the Carnegie units, a student shall also be required to pass three End of Course LEAP 2025 exams-- one in each of the following content areas:

Algebra I or
Geometry; English I
or English II
Biology or U.S. History/Civics*

*Students taking any U. S. History and/or Civics course must take the LEAP 2025 test in the course in which the student is enrolled.

For incoming freshmen in 2026-2027 and beyond, participation in comprehensive high school exams for ELA and math is required. The exams shall be administered in the spring semester of the second year of the cohort, beginning in spring 2028. Participation in LEAP Biology and LEAP Civics assessments shall be required upon completion of each course.

Comprehensive exams for ELA and math shall be administered in the spring of the students' second year of the cohort. Any student enrolled in the second year of the cohort is required to take the comprehensive high school ELA and math assessments.

In addition to the general course offerings, students are offered the following in high school:

Honors— Honors classes designation shall only be given to core curriculum courses. Honors classes shall be Advanced Placement (AP), Dual Enrollment , or courses that the

Louisiana Department of Education (LDOE) has qualified as honors with a specific course code. Courses using the LDOE course code MUST follow the Modernstates.org CLEP course that aligns with that course and students MUST sit for the CLEP exam using the voucher from Modernstates.org. Students enrolled in an AP course for honors MUST follow the Modernstates.org curriculum and sit for the AP exam using the voucher from Modernstates.org. **To continue enrolling in an honors course, including AP, students must sit for the CLEP and/or AP exam in each course, failure to sit for the exam will disqualify a student from continuing in the honors/AP designated course.**

Dual Enrollment — Students who wish to pursue TOPS University/TOPS Tech dual enrollment may do so with permission of the principal. Simultaneous enrollment of a student at both high school and college in which the student receives credit on both their high school and college transcripts for the same course. Tops dual enrollment, non-dual enrolled, talented/gifted, and advanced placement students shall not receive instruction in the same class at the same time. Only technical dual enrollment courses may enroll both students receiving dual credit and non-dual credit simultaneously.

Tuition and fees are the responsibility of the parent/guardian. However, if district funding is available, tuition will be paid for students who enroll in any of the following programs

Louisiana State University-Alexandria: Online
Louisiana State University-Eunice: Academy at LSUE or on-site at base school (online tuition will be paid for Fast Forward degree programs; non-Fast Forward degree program tuition will be covered but NOT online fees-maximum tuition covered will be $300.00 per three hour course)
Northwestern State University: Online
South Louisiana Community College: Collegiate Technical Academy at either WCTEC or ECTEC or on-site at base school (online ONLY for Fast Forward degree programs)

Academic Dual Enrollment
For the Seniors of 2026-2027:

1. Students who withdraw with a W or make any grade less than a C will no longer have district tuition assistance.
2. No textbooks will be paid for by the district except for Fast Forward declared degrees (must be in the IGP and declared at LSUE prior to the first day of school **August of Junior year in high school**).
3. Only coursework toward a declared degree and/or Tops Core academic course will be considered for district tuition assistance.
4. Must meet post-secondary institutions entrance requirements.

5. All tuition assistance is contingent on funding availability. Tuition will NOT be paid for a retake of a course to meet degree requirements.

For the graduating class of 2027-2028 (current Juniors and Beyond):
LSUE Academy Students:

- No less than a 3.0 cumulative GPA
- One of the following:
- (1)Pre ACT/ACT of 18 ELA and 19 Math OR (2) 2 qualifying CLEP scores on two CLEP exams.
- Only coursework toward a declared degree will be considered for district tuition assistance.
- No textbooks will be paid for by the district except for Fast Forward declared degrees (must be in the IGP and declared at LSUE prior to the first day of school August of Junior year in high school).
- Students who withdraw with a W or make any grade less than a C will no longer have district tuition assistance.
- All tuition assistance is contingent on funding availability.

Non-LSUE Academy Students:

- (1)Pre ACT/ACT of 18 ELA and 19 Math OR (2) 2 qualifying CLEP scores on two CLEP exams.
- Only Tops Core academic courses will be allowed.
- No more than 12 hours will be paid by the District.
- Students not maintaining a "C" will no longer have district tuition assistance.
- Students who withdraw with a W or make any grade less than a C will no longer have district tuition assistance.
- All tuition assistance is contingent on funding availability.

- Students enrolled at the base school for dual enrollment who request to “drop” the dual enrollment course due to a failing grade, or any other reason, shall not receive the college credit on their high school transcript. These students shall be moved to a regular class and shall forfeit the college credit and weighted average. They shall no longer be eligible for tuition assistance through the district.

CTE dual enrollment including CTE Fast Forward:

1. Students MUST maintain a "C" in all coursework to continue to receive district tuition assistance.

2. All tuition assistance is contingent on funding availability.

3. Tuition will NOT be paid for a retake of a course to meet degree requirements.

Students attending online and/or at the postsecondary institution shall receive percentages corresponding to grades as follows:

A = 100%

B = 89%

C = 79%

D = 69%

F = 59%

Advanced Placement—A program sponsored by the College Board and Educational Testing Services to provide greater opportunities for students to experience a college-level course. Students may receive college credit based on the university's criteria for Advanced Placement scores for the content area. Only College Board and/or NMSI trained teachers are eligible to teach Advanced Placement courses. Tops dual enrollment, non-dual enrolled, and advanced placement students shall not receive instruction in the same class at the same time.

St. Landry Parish Credit Recovery Classes

Students are offered courses to receive credit for classes previously taken and failed. Courses are aligned with Louisiana and/or National Student Standards. A student must successfully complete the course requirements and examination in order to receive credit.

Credit recovery units applied toward graduation requirements are limited to a maximum of seven, with no more than two annually. Students who have earned a 59% or less in an eligible Carnegie credit course are eligible to complete the course during summer school for removal of deficiencies.

Once the course is successfully completed, both grades remain on the transcript and on the individual graduation plan. Students pursuing credit recovery for a LEAP 2025 course shall have the opportunity to choose between the following options:

- having 15% of their previous subject-level LEAP 2025 exam averaged with the credit recovery grade to determine the final course grade

- retaking the subject-level LEAP 2025 exam and having 15% of the retake score averaged with the recovered grade to determine the final course grade

For students with disabilities identified under IDEA who meet April Dunn Act eligibility (*Bulletin 1530 - Louisiana's IEP Handbook for Students with Exceptionalities, §405.B and R.S. 17:183.2*), the LEAP 2025 test score shall count for 5 percent of the student's final grade for the course.

St. Landry Parish School System utilizes Edgenuity, Edmentum, ICEV, and approved Supplementary Course Providers/ Vendors for its online recovery coursework where applicable. Students completing an online recovery course shall have the grade earned along with the designation "CR" on the transcript and on the Individual Graduation Plan.

Grade Recovery

Students who have earned a 59% or less in an eligible Carnegie credit course at the conclusion of the first, second, or third nine-week grading period must be given the opportunity to complete grade recovery. Grade recovery coursework shall be complete prior to the subsequent grading period. For example, if a student fails the first nine-week period, she/he may complete grade recovery during the second nine weeks grading period. This student cannot complete grade recovery for the first nine weeks during the 3rd or 4th nine week grading periods. Similarly, a student who fails the second nine weeks must complete grade recovery during the third nine weeks.

Students who fail the fourth nine-week period and fail the course can only take advantage of credit recovery during the summer. Grade recovery for the fourth nine weeks is not permitted.

For those students enrolled at the Career Center in a Block course grade recovery shall take place at the end of the first and second quarters.

Placement into a Grade Recovery Course involves administrative approval and student/parent consent.

There are two options for grade recovery. The grade recovery option to be assigned to a student shall be selected by the teacher of record and the school administrator.

1. Grade recovery provided by the teacher of record

Students who successfully complete grade recovery with the teacher of record will have the failed grade for the particular nine weeks replaced by the grade earned in the grade recovery course.

OR

2. Grade recovery course through the district's online program

Upon completion of the grade recovery, a grade change form:

- shall be completed by the teacher of record.
- shall be submitted to the school administrator.
- shall be uploaded into the JCAMPUS archive system.
- shall remain on file for no less than five years.

Early Graduation

Students MUST have updated their IGP to indicate Early Graduation by October 1st of the school year in which they are trying to exit early or they will not be able to graduate early until the following academic year.

For the graduating class of 2026-2027 (current Sophomores and Beyond):
St. Landry seeks to ensure that early graduates are prepared to **thrive** in either the workforce or post-secondary aspirations. Therefore, all students wishing to graduate early shall meet all graduation requirements including the diploma track AND

1. Received an Advanced Credential or Basic Bundle as evidenced on their transcript
2. Completed a paid internship as evidenced by passing the CDF-Eligible Internship course.
3. Earn Gold on the WorkKeys or 59% on the ASVAB
   OR
   1. Receive an acceptance to a branch of the military.

OR

1. Complete 6 college hours of Tops Dual Enrollment, 3 CLEP Tops Courses-using LSU scores, or an AP score of 3 on a Tops Course and receive a 20 on the ACT

NCAA Policy

What are core courses?

Not all high school courses are NCAA-approved core courses and may not count toward your 16 core-course credit requirement. A core course must meet the following requirements to be used in your academic certification:

- Meet high school graduation requirements in one or more of the following subject areas:
  - English
  - Math (Algebra I or higher)
  - Science (Including one year of lab, if offered)
  - Social Science
  - World Language
  - Comparative Religion
  - Philosophy
- Be on your high school's list of NCAA-approved core courses.
  - All Core courses in the St. Landry Parish High School Course Catalogue and all Tops Dual Enrollment are NCAA-approved Core courses.
- Be completed in alignment with your high school's policies related to instruction, pacing, etc.
  - See Section IV:Promotion and Support of Students in Grade 8 and High School for district policies.
- Be completed at a high school with a "Cleared" or "Extended Evaluation" Eligibility Center account status.

-Dual-Enrollment Coursework

- Dual-enrollment coursework may be used to satisfy NCAA core-course requirements if the course appears on your official transcript with grade and high school credit and meets all requirements for an NCAA-approved core course.

-Courses Taken Before High School

- High school courses taken before ninth grade may be used to satisfy NCAA core-course requirements if the course appears on your official transcript with grade and high school credit and appears on your high school's list of NCAA-approved core courses. For example, if you take a high school class such as Algebra I or Spanish I before high school, the class may count toward your 16 core-course credits requirement as long as the course title is on the high school's list of approved NCAA courses.

Scheduling Policy for High School Courses:

Once a student and parent sign a schedule of courses for the academic year and student orientation activities have concluded, a student will not be allowed to change classes or drop a course unless there are extenuating circumstances. This schedule change request must be completed within the first ten days of the school year and be documented on the St. Landry Parish School System Schedule Change Request Form, and be approved by both the administrator and the guidance counselor. No student shall be removed from any course at mid-term including Athletic PE unless one of these extenuating circumstances exists.

Extenuating circumstances may include the following:

- A student is scheduled at an inappropriate academic level;
- A student is scheduled for a class already passed;
- A student is scheduled for a class that he/she failed previously with the same instructor (if possible);
- A student does not have the correct courses scheduled that are required for graduation.

Proficiency Examinations/Credit

High school credit may be granted to a student following the student's passing of a proficiency examination for an eligible course. The course title, year taken, a grade of "P," and unit of credit earned shall be entered on the Certificate of High School Credits (transcript). The grade of "P" earned for proficiency credits will not be used in computing the grade point average.

Transcript grades of "P" will not be calculated by LOSFA in calculating the grade point average for TOPS/TOPS Tech Award, but the course will count toward completion of requirements for the award. Athletes seeking NCAA eligibility should note that, "Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses (http://www.ncaa.org/student-athletes/future/core-courses)." Credit-by-exam is defined as Proficiency credit for the purpose of the St. Landry Parish School System.

V. Individual Graduation Planning

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

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

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

Before entering high school, each eighth grade student must complete an individual graduation plan of study with the assistance of his parent or other legal guardian and school guidance personnel, counselor, career coach of the IEP team (if applicable).

The IGP shall guide the next year's academic coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and post-secondary education decisions as part of an overall career/post-secondary plan.

Middle school students shall explore career options by attending the Career Centers in eighth grade. All sixth through eighth grade students shall utilize Kuder for career coaching and exploration activities. Additional career activities will be noted in the IGP as experienced.

The district uses JCampus for the individual graduation plan of study. The parent is required to sign the individual graduation plan (IGP) upon the initial creation and each time the IGP is updated. As per ACT 257, schools must document parental contact attempts made for the signature of these Individual Graduation Plans.

Each school facility will log three attempts to contact parents through phone calls, emails, JCAMPUS, and parent teacher conferences. This communication will be monitored and kept by the school counselor. The creation of the initial IGP and all subsequent changes require consultation of a career assessment taken by the student. St. Landry Parish shall use Kuder for student career assessments and career coaching.

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 a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

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

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

Placement of Rising 5th and 9th Grade Transfer Students

Students wanting to enter grades 5 and 9 who are transferring to the St. Landry Parish School System from any in-state nonpublic school, or any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be required to score Basic, Mastery, or Advanced on the English Language Arts and mathematics portions of the state placement test for placement in grades 5 or 9.

Transfer from Approved Within the State or Out of State (Public/Nonpublic) Schools

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement. Students transferring from school systems or schools that do not provide a numerical average shall be assigned the following numerical grades:

Letter Grade on Transcript	Numerical Grade Assignment
A	95
B	85
C	75
D	65
F	55

Transfer from Home Study and Unapproved (Public/Nonpublic) Schools/Programs

St. Landry Parish School System will charge a fee for the processing of placement tests at elementary, middle, and high school. The nonpublic school and the parent or the homeschooling parent is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.

- **Elementary/Middle Schools**: It is recommended that students enter at the beginning of a semester. Students entering during the semester must successfully complete all required coursework from point of entry. Students transferring into the St. Landry Parish School System from any in-state approved or unapproved nonpublic school, from any homeschooling program, or from any out-of-state school shall be required to take a standardized test in English Language Arts and mathematics. Students will be placed in the appropriate grade depending on the outcome of these tests based on grade equivalency. Students taking the placement test are not eligible for a retest. The final placement decision for students shall be determined by the SBLC and the principal of the receiving school.

- Grade 3: Ineligibility for Prior "Home Study" Retention Good Cause Exemptions
  ACT 422 provides specific Good Cause Exemptions allowing promotion to the 4th grade for students who have been previously retained in kindergarten, first, second, or third grade *and* have received intensive, documented evidence-based structured literacy interventions for two or more years.
  To maintain the integrity of public education standards and tracking, the LEA applies the following strict restrictions regarding home study transfers:

  CRITICAL POLICY RESTRICTION: Any self-reported or parent-documented academic "retention" or grade-level repetition occurring while a student was enrolled

in a Home Study program does not qualify the student for a Good Cause Exemption under ACT 422.

As a result, A home study transfer student scoring at the lowest proficiency level on the literacy screener who possesses no prior official *public or state-approved nonpublic school* retention history must be retained in the third grade.

- **High Schools**: It is recommended that students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry. High school placement is determined by the number of Carnegie units as evidenced by the results of local Criterion Referenced Test (CRT) proficiency examinations. These tests must be taken prior to placement into the school system. A high school student who has been attending a home study program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the LEAP 2025 exam. LEAP 2025 exams are administered for Algebra I, Geometry, English I, English II, Biology, U.S. History, and Civics.
- For incoming freshmen in 2026-2027 and beyond, participation in comprehensive high school exams for ELA and math is required. The exams shall be administered in the spring semester of the second year of the cohort, beginning in spring 2028. Participation in LEAP Biology and LEAP Civics assessments shall be required upon completion of each course.
- Comprehensive exams for ELA and math shall be administered in the spring of the students' second year of the cohort. Any student enrolled in the second year of the cohort is required to take the comprehensive high school ELA and math assessments.

LEAP 2025 General Administrative Rules for Transfer Students

Bulletin 111: §1829 LEAP 2025 Transfer Rules

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home-study programs.

1. A transfer student is not required to take the LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.
2. A transfer student shall be required to take the LEAP 2025 test for courses he/she previously took but did not pass.
3. A transfer student may choose to take a LEAP 2025 test for a course he/she already successfully completed if he/she scored Needs Improvement or Unsatisfactory on an LEAP 2025 test in another course, and the student must pass the LEAP 2025 test for one of the LEAP 2025 pairs.

Transfer Policies for Students with Disabilities

The district will follow the procedures described in Bulletin 1706: Regulations for the Implementation of the Children with Exceptionalities Act for enrollment of a transferring student with disabilities.

Students transferring within the district from the same LEA or from another state should have a Child I.D. form completed and submitted to childid@slpsb.org

IEPs for Students who Transfer from Public Schools in the Same State

If a student with a disability (who had an IEP that was in effect in a previous public school within Louisiana) transfers to a new public school within Louisiana, and enrolls in a new school within the same school year, the new public school (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public school), until the new public school either:

1. Adopts the student's IEP from the previous public school or
2. Develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Refer to Bulletin 1706.)

IEPs for Students who Transfer from Another State

If a student with a disability (who had an IEP that was in effect in a previous public school in another state) transfers to a public school in Louisiana, and enrolls in a new school within the same school year, the new public school (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public school), until the new public school:

1. Conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public school); and
2. Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

Procedures for an Interim IEP

The Pupil Appraisal Department must be contacted when a student entering St. Landry Parish from an approved non-public or out of state school system claims eligibility for special education services. An Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition:

1. An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and
2. An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-one, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §11

VII. Support for students

Uniform grading policy

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

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

School year support

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

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.

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

Summer remediation

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

VIII. Literacy support standards for grades K-3

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

IX. Course Choice

Local Education Agency Responsibilities

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

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

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

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Special education students shall be afforded the same on-level access to the Louisiana Student standards as their peers, along with support of LEAP Connect Standards for our most severe students. The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations and procedures to meet the April Dunn Act.

Students with disabilities who do not meet promotion standards for K-8 should be considered for promotion or retention by the SBLC and IEP teams based on the following:

- Promotion decisions must take into consideration accommodations, modifications to the curriculum, and LEAP Connect Standards for students. Retention may be considered in any grade when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards for that grade. This includes use of the IEP accommodations and modifications.
- Promotion should be based on a review of all applicable data (attendance, LEAP assessment, etc.) and progress monitoring of IEP goals. Progression is defined as documented trend data from statewide assessments, progress monitoring assessments and/or goals and objectives correlating with state standards. Documented is defined as written results reported on the IEP under General Student Information, Progress in the General Curriculum, Results of Statewide Assessment and/or status of goals and objectives.
- Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to IEP goal attainment and diploma requirements. Retention may be considered if the retention will increase mainstreaming, inclusion or other appropriate opportunities to interact with their non-disabled peers.

April Dunn Act - Promotion

In accordance with procedures set forth by the LDOE, 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 on any assessment for 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 at least two of the four assessments administered. (ELA, Math, Science, Social Studies) (Bulletin 1530 §403).

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. identify rigorous educational goals for the student;
2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;

3. include an intensive instructional program;
4. provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

April Dunn Act - Alternate Graduation Pathway

The April Dunn Act provides an alternate pathway for students with disabilities to graduate with a high school diploma. A student with a disability could be eligible to be on the alternate pathway, as determined by the IEP team, if he/she did not meet state-established benchmarks on required state assessments in two out of the three most recent years (6th, 7th, 8th) or the student did not achieve an Approaching Basic after two attempts of the same LEAP 2025 state assessment. For students who are determined eligible for alternate pathway via April Dunn Act, the IEP team, within 30 school days, of the student entering the course, shall develop data-driven Individual Performance Criteria that the student must meet by the end of the school-year to earn the targeted Carnegie units, meet targeted LEAP 2025 testing requirements and/or Jump Start Credential requirements.

Graduation Requirements

Requirements of the April Dunn Act

Requirement 1: Students pursuing a high school diploma through the April Dunn Act must meet all graduation requirements necessary to earn a diploma on one of the two graduation pathways: TOPS University or Jump Start TOPS Tech, including the following key academic components:

- Earn all Carnegie Credits required by the graduation pathway and statewide credential (for Jump Start).
- Demonstrate proficiency in the courses assessed by the LEAP 2025 assessments.
    - If a student is unable to meet the LEAP 2025 assessment requirements by achieving the state-established standard scores of Advanced, Mastery, Basic, or Approaching Basic, they may meet this requirement through an alternate means as determined by their IEP team.
        - Students are not required to retake the LEAP 2025 for which they have demonstrated their proficiency through alternate means as determined by the IEP team. The counselor must utilize the code "Alternate" in the Test Score Editor in JCampus to indicate that this graduation requirement has been met.

Requirement 2: In addition to Requirement 1, students pursuing a high school diploma through the April Dunn Act must meet at least one of the following criteria for graduation:

- Gain employment in an inclusive, integrated environment.
- Demonstrate mastery of specific employability skills.
- Gain access to services that are not provided by the school, employment, or education options.

The IEP must reflect April Dunn Act decisions in multiple places. The counselor at the base school must enter the appropriate April Dunn special code(s).

Jump Start Pathway for Students on Alternate Assessment Career Diploma Pathway for Students Assessed on the LEAP Connect Assessment

A. Introduction

1. Students who meet the participation criteria for the alternate assessment Bulletin 1530(Louisiana's IEP Handbook for Students with Exceptionalities, will be eligible for a career diploma by satisfying the pathway requirements detailed in this Section.
2. This diploma pathway does not meet the federal definition of a standard high school diploma and students who receive the career diploma based on the pathway in this Section will remain eligible for special education and related services until the end of the school year in which they turn 22.

B. Course Requirement

1. The 23 course credits required for this diploma pathway shall include core academic courses, elective courses, and workforce-readiness or career courses as follows:
    a. English—4 courses;
    b. mathematics—4 courses;
    c. science—2 courses;
    d. social studies—2 courses;
    e. workforce-readiness and career—7
    f. electives (may include health and physical education)—4 courses;
    g. total—minimum of 23 courses.
2. Enrollment in Carnegie credit bearing courses and applied courses shall count toward the course credit requirement. The student's educational placement shall be determined by the IEP team and meet the least restrictive environment regulations found in Bulletin 1706–Regulations for Implementation of the Children with Exceptionalities Act.

C. Assessment Requirement

1. All students shall participate in the high school assessment.

2. Students shall meet one of the two assessment requirements below in English Language Arts, Mathematics, and Science to earn a career diploma:

a. students must earn a score of level 2 (Near Goal) or higher; or

b. students shall demonstrate growth on the alternate standards through a portfolio of student achievement developed by the IEP team.

- Portfolios shall include student data illustrating academic achievement and attainment of IEP goals throughout the student's high school experience.
- Portfolios shall be evaluated for completion by the district special education director or her designee.
- The end of the student's fourth year of high school is the earliest a portfolio may be evaluated to meet this requirement, and must include data from all four years.

D. Workforce-Readiness and Career Education Requirement

1. Career diploma workforce-readiness and career education programs for students assessed on the alternate assessment will include:

- a survey to determine the student's career interests
- hands-on workplace experiences that are appropriate to their interests (community-based, where practical)
- career-focused courses including, but not limited to, foundational workplace skills.

2. Students shall meet the following requirements:

- a minimum of seven courses focused on workforce-readiness and career preparation;
- a score, determined by the IEP team, on a workforce-readiness skills assessment; and
- attainment of at least one workforce-related IEP goal.

E. Transition Requirement

1. By the end of the eighth grade, the special education teacher serving on the student's IEP team shall develop, in consultation with a school counselor, an individual graduation plan for the student to be approved by the IEP team prior to the student's start of ninth grade.

2. The individual graduation plan shall include a post-secondary career goal, a course sequence and workplace experience plan tied to the post-secondary goal, and the courses to be taken in the first year of high school,

3. The individual graduation plan shall be annually reviewed by the IEP team and any necessary adjustments shall be made.

4. Prior to the student exiting the school system, the IEP team shall create a detailed transition plan that meets one of the following:

- employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district;
- demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district; or
- access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Certificate of Achievement

Certificate of Achievement is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions, as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22. Eligible students must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:

1. The student has a disability under the mandated criteria.
2. The student has participated in LEAP Alternate Assessment (LEAP CONNECT).
3. The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
4. The student has met attendance requirements.
5. The student has addressed the general education curriculum as reflected on the student's IEP
6. Transition planning for the student has been completed and documented.

Procedures for English Learners (EL):

All newly enrolled or returning St. Landry Parish students must complete the Home Language Survey, which is included in the St. Landry Parish Student Registration Packet. When responses on the Home Language Survey indicate that English is the only language used by the student and by individuals in the home, the student is considered Fully English Proficient (FEP). Procedures established by the district for placement in the general population should be followed.

If a language other than English is identified on the Home Language Survey, the school must conduct a Family Interview to indicate whether or not the student predominantly speaks a language other than English. If it is determined that the language predominantly spoken by the student is something other than English, the school must submit the student's information to the District Test Coordinator who will enroll the student into the testing platform to take the English

Language Proficiency Screener (ELPS). Students who are identified for the first time as EL must be assessed using the ELPS within thirty (30) days of enrollment.
The scores from the ELPS determine eligibility for placement in the district's EL program. Testing is administered by the School Test Coordinator. The ELPS assesses English language proficiency in four domains: reading, writing, speaking, and listening.

Parents of students identified for EL services will be notified in writing. All identified EL students, even those whose parents refuse services, are provided accommodations in the classroom and on state assessments as indicated on each student's EL Accommodation Plan completed by the school's EL/SBLC committee.
English Learner (EL) students are generally placed in age-appropriate classes by grade level.

The district utilizes the Content-Based EL program that focuses on content-based E.L. instruction in which English Learners receive language instruction through standards-based content from their content area teachers and explicit instruction of English Language structures by E. L. teachers/tutors. EL teachers utilize instructional materials, learning tasks and classroom techniques of academic content areas to develop English language, content, cognitive, and study skills. English is used as the medium of instruction.
EL students in the district are provided instructional assistance based on their assessed level of English language Proficiency.

Determination as to which modifications and accommodations are utilized during English learner instruction and in mainstream classrooms are based upon recommendations from the Louisiana Department of Education and best practices as clarified in varied scientifically-based English Learner educational resources.
Progress of English learner students is monitored through continuous collaboration, informal meetings and conferences with classroom teachers, school administrators, parents, counselors, and School Building Level Committee members.

ELPT Achievement Level Descriptors describe what an EL's language use looks like at each Achievement Level as he or she progresses toward independent participation in grade-appropriate activities. The ELPT has five (5)
Performance Levels:
- Level 1 - Beginning
- Level 2 -Early Intermediate
- Level 3 -Intermediate
- Level 4 -Early Advanced
- Level 5 -Advanced

and three (3) Proficiency Determinations:
- Emerging; Progressing; Proficient

To be eligible to participate in the ELPT Connect assessment, an IEP Team must verify that the student has a disability which significantly impacts cognitive functioning and meets the criteria outlined in Bulletin 1530, Subsection 505. The ELPT Connect design reflects the diversity of English Learners with significant cognitive disabilities and holds appropriate expectations for these students to make progress toward English language proficiency based on the Alt. EL Connectors. The ELPT Connect assessment is composed of four domains:
Listening, Speaking, Reading, and Writing.

Exiting the EL Program

To exit the EL program and be reclassified as "EL monitored," students should achieve any combination of Level 4s and Level 5s in each domain of the English Language Proficiency Test (ELPT): reading, writing, speaking, and listening. Students are monitored for a period of two (2) years after being exited from EL services.
Monitoring will consist of evaluating progress reports and report cards, establishing regular communication with parents, scheduling guidance counselor services as needed, providing in-class assistance, and any additional services that are deemed necessary by the school's EL/SBLC Committee. The school must keep a record of all monitoring practices in the student's cumulative record. EL modifications and accommodations will not be provided during the two-year monitoring period.
At the end of each academic school year, LEAP 2025 scores will be analyzed. If the EL/SBLC committee deems that the student is experiencing academic difficulties, the student will be considered for additional support.
No EL student shall be retained solely because of limited English proficiency.

XI. Louisiana GATOR

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

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

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

XII. Alternative Education Placements

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

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

Hospital/Homebound Program

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned. Parents seeking homebound services for a student must request an application from the St. Landry Parish Pupil Appraisal Center.

Career and Technical Education courses shall be provided through Edmentum for all homebound students.

St. Landry Parish Remote Learning Academy:

The St. Landry Parish Remote Learning Academy is open to students in grades 5-12 who are enrolled in the St. Landry Parish School System.

Program Requirements:

Students will complete all courses through the Remote Learning Academy. Students will be enrolled in full-time virtual and/or hybrid/live instruction and must take the courses assigned in accordance with Bulletin 741. Students shall complete a minimum of five hours per day of

instructional work to be considered present for the academic day. The Remote Learning Academy will follow the Distance Education Policy as per Bulletin 741 (§2326) regarding attendance. All students must meet expected completion of 100% per nine weeks and they will receive a letter grade of A, B, C, D, & F. Students are to report to their zoned base high school for assessments. Students are required to report to their base school site to take state standardized assessments.

Any extenuating circumstances must be approved by the Superintendent.

Promotion Requirements:

Progress and status reports will be available to parents on a weekly basis. A student must earn at least a final average of 60% to receive credit for the course.

St. Landry Parish School Board Alternative Program:

Students that have been expelled from their regular school environment by the St. Landry Parish School System are eligible to attend the St. Landry Parish School Board Alternative Program. Students in grades K-12 can be considered for placement in the program. Student eligibility is determined by a case review conducted by the Superintendent of Schools and Coordinator of Child Welfare & Attendance. Parents are to enroll the student at the St. Landry Parish School Board Alternative Program. Students enrolled continue working at the grade level that they were in at their regular school. They continue the curriculum which they were pursuing at the school from which they were expelled, with the exception of some career and technical education/elective credit courses. Students remain a student of record at the home-based school from which they were expelled. Grades will be reported by the student's home-based school. Expelled students must meet the same promotion requirements as outlined in district policy for all other students.

HiSET Pathway/GED:

Eligibility:

1. Student must be at least 16 years of age by MARCH 1, 2027, **and**

2. Have not earned at least:

- 5 Carnegie units by age 17
- 10 Carnegie Units by age 18
- 15 Carnegie by age 19. (Grade level is NOT required)

Description of Program:

Students will spend ½ of the day focusing on HiSET/GED preparation, and the other ½ of the day focusing on Industry Based Credential(s).

PLEASE NOTE: Before completion of a Program, if a student exits for any reason (attendance, academic performance, behavior, etc.), he or she will be enrolled in the same grade prior to enrolling into SLATS or the Eunice Career Expansion.

XIII. Due process related to student placement and promotion

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

Parents/guardians or teachers questioning grade-level placement are entitled to due process according to the procedures enumerated below. Decisions made regarding grade-placement in levels one and two below require a reconvening of the School Building Level Committee.

LEVEL ONE: INFORMAL HEARING *Any complainant who has a grievance about placement shall discuss it with the principal within two (2) working days of receiving grade placement notification.*

LEVEL TWO: FORMAL GRIEVANCE *If, as a result of the informal discussion, the matter is not satisfactorily resolved, the complainant can initiate a grievance in writing to the principal within five (5) working days, giving the full details of the complaint and reasons/justifications for position regarding placement. The principal shall communicate the committee's decision to the grievant in writing within three (3) working days of the receipt of the written grievance.*

LEVEL THREE: THE APPEAL COMMITTEE *If the grievant disagrees with the committee decision, the grievant, no later than five (5) working days after receipt of the decision, may request, in writing, a hearing of a committee appointed by the Superintendent.*

LEVEL FOUR: ADMINISTRATIVE REVIEW *If the grievant disagrees with the decision of the committee, he/she may appeal to the Superintendent through a written request. The Superintendent shall review the case and render a decision in writing to the grievant within five (5) working days. Students with disabilities Due Process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA-Part B Louisiana Bulletin 1706) and Louisiana's*

Educational Rights of Children with Disabilities Handbook. Section 504 students It is the policy of St. Landry Parish School District not to discriminate on the basis of disability. St. Landry Parish School District has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Section 504 Coordinator.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for St. Landry Parish School District to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. Procedure: Please reference district policy JAAB.

Students with Disabilities

Due process procedures for exceptional students must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA-Part B, Louisiana Bulletin 1706) and Louisiana's Educational Rights of Children with Disabilities Handbook. If satisfaction has not been reached through the above-mentioned procedures, and to ensure that the due process has been enforced, the complainant may request that the case be heard before the full board. In the case of the exceptional student, the due process procedures must also be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA).

Section 504 students

It is the policy of *St. Landry Parish School District* not to discriminate on the basis of disability. St. Landry Parish School District has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of the Supervisor of Student Support Services.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for *St. Landry Parish School District* to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

Any complainant who has a grievance about placement shall discuss it with the principal or teacher(s).

- In the event that the complainant is not pleased with the outcome of the discussion with the principal or teacher, a grievance must be submitted to the Supervisor of Student Support Services within *10 days* of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Supervisor of Student Support Services (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Supervisor of Student Support Services will maintain the files and records of *St. Landry Parish School District* relating to such grievances.
- The Supervisor of Student Support Services will issue a written decision on the grievance no later than 60 days after its filing.
- The person filing the grievance may appeal the decision of the Supervisor of Student Support Services by writing to the *Superintendent of Schools* within 15 days of receiving the Supervisor of Student Support Services decision. The *Superintendent of Schools* shall issue a written decision in response to the appeal no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights.

XIV. Additional LEA policies related to student placement and promotion

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

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

Instructional Minutes by Course

Course	Grade	Daily Instructional Minutes
Core Knowledge Language Arts	Kindergarten - 2nd grade	1 hour per strand - Skills and Knowledge (uninterrupted 60 minutes of Skills required)
Social Studies	Kindergarten - 2nd grade	30 - 45 uninterrupted minutes (maximize minutes as master schedule allows)
Science	Kindergarten - 2nd grade	30 - 45 uninterrupted minutes (maximize minutes as master schedule allows)
Core Knowledge Language Arts	3rd and 4th grade	90 minutes
Mathematics	Kindergarten – 8th grade	70 - 90 minutes (50-60 minutes core lesson; 20-30 minutes small group instruction)
Physical Education	Kindergarten - 8th grade	30 - 60 minutes
English Language Arts	5th grade - 8th grade	70 - 90 minutes
Social Studies	3rd grade - 8th grade	45 - 60 minutes (maximize minutes as master schedule allows)

Science	3rd grade - 8th grade	45 - 60 minutes (maximize minutes as master schedule allows)
High School Courses	9th grade - 12th grade	50 - 55 minutes
Career Center Courses	9th grade - 12th grade	135 - 150 minutes

Grading Practices Guidelines:

Each nine-week grading period, a student grade will be assigned for each subject. The grade assigned for each student will be the result of the average of the individual scores obtained through a series of graded summative and formative assessments.

The nine-week grade in a course will be calculated by: total points earned divided by total points = average grade. Teachers are required to adhere to the assessment guidance of their content area and grade level. Students must have a minimum of **9** assignments/assessments over each nine-week grading period. The assignments/assessments shall consist of a variety of graded student work including (but not limited to) interim assessments, major tests, unit assessments, shorter formative quizzes, writing assignments, research products/projects, performance assessments, fluency checks, demonstrations or checklists, and student classwork. Points shall be assigned to students for each assignment/assessment, and at the end of the nine-week period, a percentage grade shall be computed by dividing the points earned by the total points assigned.

Homework with evidence of considerable effort, if used as a grade, should not be graded for correctness, but rather for completion. Homework should be recorded as a cumulative (collective) grade. The assignments/assessments should be distributed throughout each nine weeks and should be scored/graded and posted to the electronic grade book by the teacher within 5 days of the assignment/assessment. A student's progress report grade should be an average of a minimum of 4 graded assignments or assessments. Not all assignments should be of equal weight. Total points for an assignment or assessment should reflect its importance/level of work required. For example, a chapter or unit test should be worth more points than a lesson quiz. Similarly, a unit project should have a greater point value than classwork.

Grading Policy (K-8)

1. Letter Graded Courses: A student's final grade will be derived from the cumulative average of each of the four grade reports (nine-week averages). A student's final grade must be at least an average of 60% in order to pass the course.

2. Non-Letter Graded Courses: In courses where a letter grade is not required, O, S, G, N, or U will be earned in the following manner:

Grade	Percentage	Achievement Level
O	100 - 90	(Outstanding)
S	89 - 80	(Satisfactory)
G	79 - 70	(Gaining Progress)
N	69 - 60	(Needs Improving)
U	59 - 0	(Unsatisfactory)

Academic Recovery and Reassessment Protocol

- All students who earn an "F" on a major summative assignment in any subject must be offered the opportunity to re-engage and re-assess assessment standards. The teacher, along with the administrative leadership team, will use their professional discretion to determine the major summative assessments. All re-assessments must measure the same standards as the original assessment but may vary in format. After reengagement/reassessment opportunities are provided, the student shall receive the higher grade earned on the summative assessment.

- Prior to individual re-assessment, students shall complete remediation or tutoring as determined by the teacher. Evidence shall be documented by the teacher. The teacher shall begin the re-engagement/re-assessment process within five school days after the teacher notifies the student of the grade earned.

- Students are not eligible for re-assessment on any assessments or projects within the final two weeks of the completion of a course.

Grade Change Form

A grade change form:

- shall be completed by the teacher of record.
- shall be submitted to the school administrator.
- shall be uploaded into the JCAMPUS archive system.
- shall remain on file for no less than five years.

Weighted Average Courses:

(Dual Enrollment, Advanced Placement, Project Lead the Way, Talented Courses @ MACA)

- **Weighted Averages are used to reflect the increased rigor of these courses and may impact graduation ranking.**

Grade	Percentage	Quality Points
A	100 - 90	5 points
B	89-80	4 points
C	79-70	3 points
D	69-60	2 points
F	59- 0	0 points

***Students taking Advanced Placement courses must sit for the Advanced Placement exam in order to receive the 5-point weight.**

Grading Policy for High School LEAP 2025 Tests:

Students enrolled in a course for which there is a LEAP 2025 test must take the LEAP 2025 test. The LEAP 2025 test score shall count as a percentage of the student's final grade for the course.

Students taking the Algebra I, Geometry, English I, English II, Biology, U.S. History or Civics* LEAP 2025 tests will be required to follow the LEAP 2025 grading policy below:

- The district will apply a mandatory 15 percent weighting of the LEAP 2025 test to the student's final semester grade.
- For students with disabilities identified under IDEA who meet April Dunn Act eligibility, the LEAP 2025 test score shall count for 5 percent of the student's final grade for the course.
- The weighting is calculated automatically through JCAMPUS (student information system) upon release of scores.

*Students taking any U. S. History and/or Civics course must take the LEAP 2025 test in the course in which the student is enrolled.
The U.S. History assessment will no longer be a state-administered assessment in 2027-2028. The testing materials will be provided to our district test coordinator and will be

administered at the district level for any students who still need to pass one of the two courses in the subject pair (Biology/USH.) Students who need this assessment to graduate will be able to continue to request retesting indefinitely. **The students who need to pass either Biology or US History are students who entered high school for the first time in 2023-2024 or earlier.**
Students who entered high school in 2024-2025 and thereafter will need to pass either Biology or Civics.

For incoming freshmen in 2026-2027 and beyond, participation in comprehensive high school exams for ELA and math is required. The exams shall be administered in the spring semester of the second year of the cohort, beginning in spring 2028. Participation in LEAP Biology and LEAP Civics assessments shall be required upon completion of each course.

Comprehensive exams for ELA and math shall be administered in the spring of the students' second year of the cohort. Any student enrolled in the second year of the cohort is required to take the comprehensive high school ELA and math assessments.

Grades K-8 Grade Level Advancement

After extensive evaluation (review of supporting documents: report cards; state assessment scores) by the SBLC (for grade-level advancement purposes, the SBLC must consist of the following: parent/guardian, current principal, two teachers who have taught the student, the receiving principal (where applicable), and the counselor) a student may be recommended for grade-level advancement if it is determined that the higher grade level will be in the best interest of the student. The SBLC recommendation will be submitted to the Superintendent for final approval. A student can be advanced only once, by one grade level, during grades K-8.

The following criteria will be used to determine eligibility:

Academic Achievement

- At grades K-2, the student must score Above Benchmark on the state standardized English/Language Arts and Mathematics EOY assessment for the grade in which currently enrolled.

At grades 3-8, the student must score at the highest achievement level—Advanced on at least three of the four components of the last two years of the state mandated assessment administered.

Additional criteria that may be considered by the SBLC committee include:

- Emotional Maturation
- Psychological Maturity

Any applicable policies and procedures for grade “skipping" must be referred back to LEA criteria and policies for grade level advancement.

Student Absences and Excuses:

The St. Landry Parish School Board recognizes that the fundamental right to attend the public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program.

The parent or legal guardian shall enforce the attendance of the student at the school to which the student is assigned. The principal of a school, or his/her designee, shall notify the parent or legal guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian’s legal responsibility to enforce the student’s attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such Notification. Each school shall attempt to provide verbal notification to a child's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for five (5) school days in schools operating on a semester basis, and for ten (10) days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive. No public elementary or secondary school pupil shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority, unless legally emancipated. The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the pupil's school attendance of any such prohibited absence by a pupil.

Types Of Absences

The days absent for elementary and secondary school students shall include excused absences, unexcused absences, and suspensions/expulsions.

A. Excused absences are absences which are not considered for purposes of truancy including absences incurred due to extenuating circumstances as listed below.

B. Unexcused absences are any absences not meeting the requirements set forth in the excused absences, definitions, including but not limited to absences due to any job

(including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program.

C. Suspension/Expulsions are excused absences in which a student is not in attendance in the regular instructional setting due to disciplinary actions imposed by the school. The absence is not considered for purposes of truancy unless the student was assigned to an alternative site and is not in attendance at the assigned alternative site.

A student who is absent, including a suspended student, shall be allowed to submit missed assignments and tests and shall be eligible to receive the same academic credit and grades originally available when work is completed satisfactorily and in a timely manner.

Extenuating Circumstances

Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Coordinator of Child Welfare and Attendance or the school principal/designee where indicated.

These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
2. Extended hospital stay in which a student is absent as verified by a physician or dentist.
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly, disease, as ordered by state or local health officials.
6. Observance of special and recognized holidays of the student's own faith.
7. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.
8. Absences as verified by the principal or his/her designee as stated below:

A. Prior school system-approved travel for education;

B. Death in the immediate family (not to exceed one week); or,

C. Natural catastrophe and/or disaster. For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the school system.

9. Expectant and parenting high school students shall be granted excuses as delineated in policy JQE,Expectant and Parenting Students.

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course.

School-Approved Activities

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

Child Performers

Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

Written Excuses

For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. No more than five (5) school days per school year may be marked as excused by a parent's written note. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused, and the student not allowed to make up work missed.

Reporting Absences

The attendance of all school pupils shall be checked each school day and at the beginning of each class period and shall be verified by the teacher keeping such record, which shall be open to inspection by the Supervisor of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Supervisor of Child Welfare and Attendance any unexplained, unexcused, or illegal absence, or habitual tardiness. The Supervisor of Child Welfare and Attendance shall, after written notice to the parent or legal guardian of a child, or a personal visit of notification, report any such child who is habitually absent or who is habitually tardy to the family or juvenile court of the parish as a truant child, there to be dealt with in such manner as the court may determine.

Appeal of Absences

When a student exceeds the maximum number of absences allowed, the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a

decision shall be made and communicated to the parents or legal guardian by letter. High school students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester, and all other applicable policies must also be met.

Tardiness

A student shall be considered tardy to class if the student is not in the classroom when the bell to begin class ceases. A student shall be considered tardy to school if the student is not in his/her homeroom/first period class
when the bell to begin homeroom/class ceases. Tardy shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal. Habitual tardiness on the part of students shall not be
tolerated. Students who exhibit habitual tardiness shall be subject to disciplinary action, appropriate under the circumstances. Parents of students who continue to be tardy shall be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

St. Landry Parish High School Graduation Requirements:

Participation in a St. Landry Parish School Graduation Ceremony is a privilege, not a right. All graduating seniors must meet the following criteria to participate in the graduation ceremony:

- Students must have met all requirements for high school graduation.
- Students must have an Individual Graduation Plan.
- Students must have a signed Parental Consent document on file.
- Students taking Advanced Placement classes must sit for each Advanced Placement exam in which the student is enrolled.

RANKING OF SENIOR STUDENTS:

All students who meet diploma graduation requirements shall be ranked. Class rank shall be based on grade point average earned for all courses in which both a grade and a Carnegie Credit has been issued.

There shall be no distinction between graduation diplomas types (TOPS Tech and TOPS University) for ranking.

CRITERIA FOR GRADUATING WITH HONORS:

All students who graduate with a Tops University or Tops Tech diploma and earn a 3.5 or above grade point average shall be considered an honor graduate. At graduation

ceremonies, all honor graduates shall be recognized in the same manner, schools shall not limit nor cap the number of Honor graduates.

There shall be no distinction between graduation diplomas types (TOPS Tech and TOPS University) for honors distinctions.

Students must schedule and maintain a full course load each year of high school to be eligible for graduation with honors. A full course load shall be defined as no less than 7 Carnegie Credit bearing hours for the academic school year.

Beginning with the Freshmen (9th grade) of 2025 – 2026 and beyond, the District will recognize the following distinctions at graduation:

- **Cum laude: G.P.A. of 3.5-3.7**
- **Magna cum laude: G.P.A. of 3.8-3.9**
- **Summa cum laude: G.P.A. of 4.0+**

For the 10th, 11th and 12th grade students of 2025-2026 and beyond, the District will recognize BOTH Valedictorian, Salutatorian, and Historian AND Cum laude, Magna cum laude, and Summa cum laude.

<u>Valedictorian, Salutatorian, and Historian</u>

Prior to the selection of valedictorian, salutatorian, and historian, all grades must be received, posted, and verified by district officials.

The selection of Valedictorian, Salutatorian, and Historian shall be based on the following:

- Must be enrolled in the graduating school no later than Fall of their Junior year
- Must have met the requirements for honors ranking
  - Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also.
  - In the event that no student meets the district criteria for graduating with honors, the top three ranking students shall not be honored with the title of Valedictorian, Salutatorian, and Historian.

International Exchange Program Students

Admission of International Exchange Program Students: This policy applies to international exchange program
students from other countries that are sponsored by approved foreign exchange agencies.

1. **Agency Requirements**

a. Foreign exchange agencies must be registered with the Superintendent, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.

b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Superintendent prior to enrollment into any St. Landry Parish school.

c. The sponsoring agency must have a local representative who resides within 50 miles of the St. Landry Parish School Board, and who is available to meet with school personnel, the student, and the host family.

d. The exchange organization and the host family must assume the final responsibility for resolving problems including, if necessary, the early return home of the international exchange student because of personal, familial, or school difficulties.

2**. Student Requirements**

a. The exchange student must reside with a legal resident of St. Landry Parish School Board.

b. The student must possess:

- J-1 Visa
- Health and Immunization records
- Evidence of health and accident insurance for the duration of the stay
- Name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative
- Two character references from the home school
- Official transcript

*** All documents should be scanned and emailed to the school principal and the Supervisor of Middle and High School.

c. As of September 1 of the program year, the student must meet junior placement status.

d. The student must not have received a high school diploma or its equivalent from his/her home school.

e. The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.

f. As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.

g. An official transcript from the student's home school must be sent to and received by the St. Landry School Board by June 15 of the student's attendance year in order to determine placement. Applications shall be due by June 15 for consideration for the following year. Applications are not accepted before February of the year for consideration.
h. All exchange students must schedule English III (which includes the study of American Literature), Math, Social Studies/ History, and Science (any course not associated with an LEAP 2025). No student shall be enrolled as a senior. Additionally, international exchange students are not eligible to graduate from SLPSB.
i. Exchange organizations, host families, and/or exchange students found in noncompliance with the above policy of the St. Landry Parish School Board are subject to having their relationship with the district terminated.
j. Exchange students are subject to the same discipline policies to which regular students must adhere.
3. Placement and Withdrawal of International Exchange Students
1. Since J-1 international exchange students are educated tuition-free at the expense of St. Landry Parish and Louisiana taxpayers, only 15 students shall be afforded this opportunity each year. High schools are permitted the enrollment of a maximum of 5 international exchange students.
2. International Exchange students must be officially withdrawn from the school site upon completion of the term.

Policies on Student Records and Report:
A. Policies on Records and Reports shall be aligned to Bulletin 741. Section §703. Student Records referenced below:

B. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.
1. Student cumulative records shall continually be updated and, when applicable, contain the following:
a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
b. name and address of parents, legal guardian, and/or next of kin;
c. language or means of communication, spoken or understood;
d. a cumulative record of the student's progress through the curriculum;
e. health history;
f. student grades;
g. attendance records;
h. results of vision and hearing screening;
i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health

record;
j. scores on statewide assessments and scores on local testing programs and screening instruments necessary to document the local criteria for promotion; information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
k. information on the outcome of student participation in remedial and alternative programs; and
l. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial education program.
2. The following are applicable to students eligible under IDEA or section 504:
a. records of parent/teacher conferences prior to referral to pupil appraisal;
b. results of all educational screening information;
c. educational interventions and their results;
d. multidisciplinary evaluation reports;
e. a copy of the IEP, including the least restrictive environment justification;
f. copy of the individualized accommodation program (IAP);
g. a copy of the parent's written consent for the student to be moved from an alternative to a regular placement program;
h. documentation of contact with school building level committee prior to referral to pupil appraisal;
i. access sheet for special education confidentiality.

C. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.

D. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

Additional Local Policy includes the following:
1. The local school system shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
- Course grades;
- Scores on the Louisiana Educational Assessment Program and/or state mandated assessments;
- Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- Information (or reason) for student placement (See definition of placement.);
- Documentation of results of student participation in remedial and Alternative programs;
- Special education documents, as specified in the approved IDEA-Part B, LEA application;
- A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and

● A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18 Parental requests to review student records must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain
items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records.

Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders, who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school
Personnel. When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request

a. Cumulative folder
b. Test data card
c. Immunization Records
d. Report card
e. Evaluation report
f. Records maintained in connection with the St. Landry Parish Pupil Progression Plan
g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
h. Review of Disciplinary Action Form for identified exceptional students
i. Individual Educational Program Placement/Instructional Document (IEP)
j. LEAP and other state mandated assessment records
k. Parent Remediation Refusal Form
l. 504 Records
m. Individual student's grades and attendance reports

Procedure for Challenging Contents of Records

Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a “full and fair” opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days after the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school level may appeal to the superintendent.

Transfer of Student Records

The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

Homeless Program

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. 42 U.S.C. §11434A(2)(A). The mission of the Stewart B. McKinney-Vento Education for Homeless Children and Youth Program is to develop and maintain a comprehensive education program by coordinating resources and services for homeless individuals residing in any temporary living arrangements because of the lack of a fixed, regular, and adequate residence and to foster a climate wherein each homeless individual is positively received and neither stigmatized nor isolated. The McKinney-Vento Act requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. 42 U.S.C.§§11432(g)(1)(I), (g)(7).

Zero tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

XV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **St. Landry Parish School System 2026-2027 Pupil Progression Plan** has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

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

Superintendent

Board President