2026-2027 Pupil Progression Plan

Local Education Agency:

Richland Parish School Board

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I. Background and Purpose

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

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

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

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

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

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

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

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

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

In order for a child to enter Grade 1, he/she must have attended a full year of kindergarten and met parish standards for promotion. The kindergarten standards are aligned to a Tier 1 curriculum. Kindergarten students receive on level instruction and are graded each grading period according to parish grading policy. Promotion to 1st grade is based on the average of grades for both the 1st and 2nd semesters of the school year earned in ELA and Math.

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 VII. 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.

1. Grades K, 1, and 2

To be eligible for promotion, kindergarten, first and second grade students must successfully complete the following:

a) Students must be present the required number of minutes/days.

b) Students must pass ELA and Mathematics.

c) Kindergarten students must earn a composite score of 406 or Above on the EOY DIBELS benchmark assessment.

d) First grade students must earn a composite score of 427 or Above on the EOY DIBELS benchmark assessment.

e) Second grade students must earn a composite score of 421 or Above on the EOY DIBELS benchmark assessment.

In compliance with the 2023-2024 Pupil Progression Plan, for the 2026-2027 Plan, select second grade students may be afforded the opportunity to receive grade-level instruction during the summer.

Students will be provided three opportunities to demonstrate proficiency:

a. The first opportunity is the EOY
b. The second opportunity is at the end of May
c. The third opportunity is after optional summer learning program

This instruction will be provided by certified teachers. Targeted students, who have failed ELA, must attend the summer learning program, and meet attendance requirements. At the end of the summer learning program, the School Building Level Committee (SBLC) will analyze student attendance data and pre and post assessments, to evaluate student growth to determine eligibility for promotion. The summer learning program will be contingent on the availability of funds.

* Numerical grades will be given each six weeks period. The average of both semester

grades will determine promotion.

2. Grades 4 and 5
   a. To be eligible for promotion, grades 4 and 5 students must successfully complete the following:
      (i) Students must be present the required number of minutes/days.
      (ii) Students must pass ELA and Mathematics
      (iii) Students must not fail three or more subjects.

Promotion and mandatory retention of students in grade 3

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

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

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

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

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

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

In compliance with the 2023-2024 Pupil Progression Plan, for the 2026-2027 Plan, select third grade students shall be afforded the opportunity to receive grade-level instruction during the summer.
Students will be provided three opportunities to demonstrate proficiency:

a. The first opportunity is the EOY
b. The second opportunity is at the end of May
c. The third opportunity is after optional summer learning program
d. The SBLC must reference bulletin 1566, *Promotion to Fourth Grade for Good Cause,* for all students at risk of retention.

This instruction will be provided by certified teachers. Targeted students, who have failed ELA, must attend the summer learning program, and meet attendance requirements. At the end of the summer learning program, the School Building Level Committee (SBLC) will analyze student attendance data and pre and post assessments, to evaluate student growth to determine eligibility for promotion. The summer learning program will be contingent on the availability of funds.

Promotion of students in grades 6 and 7

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

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

Grades 6 and 7
To be eligible for promotion, grades 6 and 7 students must successfully complete the following:

- Students must be present the required number of minutes/days.
- Students must pass ELA and Mathematics
- Students must not fail three or more subjects

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 provide the following exceptions to the promotion and support policy for eight grade students. These waivers may be granted through the LEA, through the 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 the 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.
    - 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 Bulleting 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 chromic 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 agreement 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

Grade 8 promotion waivers will be granted to eligible students based on the guidelines provided by the LDOE and Bulletin 1566. Without any deviation to stated guidelines, the waivers will be submitted through the superintendent. The district will provide remediation within the school day for students who are found to be below proficiency level, beginning in May. The total number of hours of remediation is equal to or greater than 30 by the end of May.

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 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.

In the interest of consideration and adherence to NCAA requirements for online classes, all responsibilities are dedicated to the School Building Level Committee (SBLC) that will follow all regulations related to online classes given by the NCAA.

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, counsel, 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.

By the end of eighth grade, all students will have the opportunity to complete a career interest inventory facilitated by school personnel or a career coach /designee. The plan will consist of career exploration activities in relation to the career interest results as documented via the inventory. The career coach or designee will provide the students with awareness modules that introduce college and career explorations, goal setting activities, discussion of transcripts, diploma choices, EOC testing, as well as conversations on getting prepared to make communities a place where they would want to live and contribute to. Outside vendors will also be utilized in providing assistance to the development of the IGP, scoring modules and generating technical data through the system's software program, creating easy accessibility to completion of modules, attendance in school sponsored and school-based career related activities which will be logged into each students' IGP, and thus can be printed as a narrative or a spreadsheet to be shared and discussed with parents.

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 the state law.

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

Approved schools within the state (public/nonpublic)

- Grade placement and Carnegie units are accepted as transferred. Students that are entering and who have not taken the state test or a nationally recognized test must take an English Language Arts and Mathematics assessment. Decision of placement is determined by the SBLC using the assessment, grades, and transcripts from exiting school.

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

- Grade placement and Carnegie units are accepted as transferred. A 4th or 8th grade student that transfers to a Richland Parish School before spring test administration of the state assessments must take and pass the spring state English Language Arts and Mathematics assessment. A 4th or 8th grade student who transfers to a Richland Parish School after administration of the state test but before the end of the school year must have passing grades in ELA and Math.

VII. Support for students

Uniform grading policy

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

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

School year support

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

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

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

Summer remediation

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

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 course 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.171 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 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.

The School Building Level Committee (SBLC) may promote students with disabilities that participate in the LEAP Alternate Assessment (LEAP CONNECT) one grade level prior to October 1 of the current school year. The only exception to the October 1 date will be students transferring to Richland Parish from out the district/state after October 1. On a transfer student, the decision to promote should be made within a six week period of the transfer. Exceptions to one grade level promotions will be 4th grade repeaters who meet waiver conditions under high stakes testing.

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 therapists, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for a 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.

Written policies for all alternatives to regular placements:

- A student 18 years of age or older who no longer attends high school classes may enroll in an adult education class of his/her choice so as to pursue a General Education Development (HiSET) diploma.

- A student 17-18 years old may enroll in an adult education program if he/she has a verified hardship of one of the following categories: parenting or pregnant, chronic illness, institutionalized, has less than 5 Carnegie credits, incarcerated, emancipated, or family/economic hardship.

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.

Regular Education Students

Students, teachers, and parents shall be afforded due process regarding student placement as it relates to pupil progression. The chain of command is as follows:

1. Student
2. Parent
3. Teacher
4. Principal
5. Superintendent
6. School Board

(Richland Parish Codification Manual File JCAA)

- Due process within the Richland Parish School System though a basically flexible and imprecise concept, shall be defined as fair play or fair and reasonable approaches to all areas of student governance and discipline on the parts of all school officials. On the one hand, a general interpretation of due process in its substantive and procedural realms recognizes that students are endowed with basic constitutional rights. On the other hand, the granting of due process must recognize the distinct obligations of the board members and Richland Parish School System professional staff members to maintain within each school, and integral parts thereof, such as classrooms, gyms, cafeterias, or auditoriums, a proper atmosphere for learning; this means simply an atmosphere in which there exists no material interference of substantial disruptions of the learning process. The adherence to this obligation mandates that recognition of such substantive rights as freedom of speech, freedom of assembly, rights of privacy, freedom of the press, and related aspects of substantive law must be done with this one major parameter: that is to say, no exercise of substantive due process rights can create material interference or substantial disruption of the maintenance within each Richland Parish school of proper atmosphere for learning.

- The board recognizes that observance of applicable substantive due process entails two basic considerations in every area. These are (1) any objective sought relative to student governance must be legally defensible, i.e., based upon accomplishment of a compelling state interest as noted above; and (2) the means taken to assure such accomplishment must be within the constitutional limitations applicable to the "in loco parentis" position of the school officials

within this school district. To assure compliance with these two due process aspects, the Richland Parish School Board has endorsed the following as applicable to all policies, rules and regulations since the board considers each as a means taken to accomplish the compelling state interest of maintaining a proper atmosphere for learning in each school.

- The area of procedural due process with this school district shall relate primarily to the area of discipline and disciplinary measures, i.e. corporal punishment, short-term suspension and expulsion.

- The degree of procedural due process afforded in each of the above situations is dependent upon two vital factors: (1) the gravity of the offense a student is alleged to have committed; and (2) the severity of the contemplated penalty. A much greater degree of procedural due process is applicable in a suspension situation than in one where the penalty is paddling. (Compare policy coded JDA with policy JDD-short-term suspension and long-term suspension).

- Under due process, each student shall be guaranteed a fair hearing, a fair trial, a fair judgment, a written record of the decision, and notice of his right to appeal.

- The full scope of procedural due process shall be afforded to any student facing possible long-term suspension or expulsion (JDE). In both of these situations, the school board shall follow an adversary type procedure with legal counsel permitted, cross-examination, transcribed record of the hearing, and related safeguards noted in policies coded JDD and JDE.

- While the board recognizes that the essence of corporal punishment is "swift wages for ones' transgression," it is likewise insistent that what few procedural safeguards are considered applicable by judicial authorities shall be provided in every school. The board is equally insistent that all corporal punishment adheres strictly to school board policies.

- Policies on records and reports require that documentation of SBLC procedures and actions regarding qualified disabled students under Section 504 of the Rehabilitation Act of 1973. The Richland Parish School Board assures that these procedures do not contradict the due process rights of exceptional students as defined in the IDEA-Part B, LEA Application.

Please review the pages relative to procedural safeguards as follows:

Procedural Safeguards (34 CFR 300.237)

- In the case of the exceptional student, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA application.

- Due process procedures for qualified disabled students must be consistent with those defined Section 504 of the Rehabilitation Act of 1973. All actions will be consistent with Bulletin 1706.

Students with Disabilities

- The Richland Parish School Board assures that these procedures do not contradict the due process rights of exceptional students as defined in the IDEA-Part B, LEA application.

Section 504 Students

- Due process procedures for qualified disabled students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

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

Determination of Valedictorian

a. Reference Richland Parish School board policy manual file IHC class ranking, valedictorian/salutatorian.

Refer to the LHSAA handbook for determining the number of courses required for senior athletes.

a. Jumpstart students must enter their senior year scheduled for a minimum of two courses.
b. University students must enter their senior year scheduled for a minimum of three courses.

Homework policy

a. Reference Richland Parish School board policy manual file IHB homework.

Summer school credit

a. A student can take no more than two credit recovery courses during summer remediation; with no more than seven total accumulated credit recovery courses from ninth through twelfth grade. Availability of summer school is contingent on the availability of funding and qualified personnel.

XV. Additional LEA Policies related to Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
- The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

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

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

XVI. Additional LEA Policies related to Support Standards for Grades Kindergarten-3

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

- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

XVII. Additional LEA Policies related to: Literacy Support Standard for Grades 3 and 4

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

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

XVIII. Additional LEA Policies related to Literacy Assessment

- Beginning with the 2023-2024 school year, all kindergarten through grade 3 students will be assessed using the Dibels8-mCLASS. The mCLASS tool is aligned to the Science of Reading. Students will be assessed three times per year; beginning, middle, and at the end of the year. Dibels8-mCLASS provides interventions, automatically groups students, and gives prescriptive steps for interventions, including progress monitoring. Prescriptive interventions will be provided for every student, every 8-10 weeks.

- Student performance results are described in four color-coded levels. These are: Blue = Above Average, Green = On Level, = Strategic, and Red = Intensive. All students will receive prescriptive interventions and progress monitoring, however, students who have scored at the Strategic and Intensive levels, will receive prescriptive interventions more frequently.

- The Beginning of the Year (BOY) assessments will begin on August 12, 2024. By October 18, 2024, parents will be notified by letter regarding their child's performance. Parents will be

provided activities that can be used at home that will support the interventions, via the parent information letter. Pamphlets that encourage the importance of being able to read by the end of the third grade, with the attached family-fun reading activities, will be mailed to each parent. These activities will be discussed and demonstrate on Family Literacy Night, which will be held at each elementary school once a semester.

- Literacy Coaches, on a daily basis, will be involved with these activities as well, as they provide support to teachers in the classroom. The Literacy Coaches will also be working with students who have been found to be at literacy risk, as well as those students who are on level to further accelerate their reading level.

- This process will be repeated during the Middle of the Year (MOY), December 2, 2024 through December 20, 2024, and at the End of the Year (EOY), April 1, 2025 through April 30, 2025.

XIX. Additional LEA policies related to Grading

1. The Richland Parish School Board will continue to comply with the uniform grading system for all students enrolled in grades 1-12, for which letter grades are used. [S. 17:7 (31) (A)] Bulletin 741 — Section 2302 Uniform Grading Policy. The LEA has discovered the difficulty in which students encounter when trying to increase a very low numeric grade (ex. 49=F) to the lowest possible grade (74=D). Typically, students who are given such low grades at the beginning of a six weeks, or at any intermittent period, consistently will give up on attaining a passing grade due to feeling a sense of defeat and loss of hope to pass. In an effort to give every student who is struggling, while putting forth observable effort a chance at passing a course, no student shall receive a test grade lower than 50, without an accompanied restorative action plan. This plan may include, but is not limited to the following:

    a) Extra Intentional Help
    b) Extra Assignments Given
    c) In School/After School Tutoring
    d) Test Re-Take(s)
    e) Parent Conference(s); giving parents information on tests/quizzes
    f) Change in Test Design/Using Alternative methods for completing task/assignments
    g) Incorporate Positive Behavior Reinforcements
    h) Counseling
    i) Discover Internal Motivations
    j) Possible Referral to SBLC/504 Committee

2. A student can be given the actual numerical grade earned, if the behaviors listed below are exhibited and documented in the classroom:

    a) Habitually sleeping in class (no documentation of an illness or medical condition)
    b) Student exhibits no effort (head on desk, refusal to test)
    c) Consistently turns in blank test

List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

Beginning with students graduating in the 2016-2017 school year and thereafter, the calculation of the minimum cumulative grade point average shall utilize a five-point scale for grades earned in certain Advanced Placement courses, International Baccalaureate courses, gifted and talented courses, honors courses, articulated courses for college credit, and dual enrollment courses as approved by the Board of Regents and the State Board of Elementary and Secondary Education, which may result in a student earning a cumulative grade point average that exceeds 4.00. For such courses, five quality points shall be assigned to a letter grade of "A", four quality points shall be assigned to a letter grade of "B", three quality points shall be assigned to a letter grade of "C", two quality points shall be assigned to a letter grade of "D", and zero quality points shall be assigned to a letter grade of F.

Grade	Regular Courses		AP, 1B, DE, GT, and Honors Courses	
A	4 quality points	(100-90)	5 quality points	(90 - 100)
B	3 quality points	(89-80)	4 quality points	(80 89)
C	2 quality points	(79-70)	3 quality points	(70 - 79)
D	1 quality point	(69-60)	2 quality point	(60 - 69)
F	O quality points	(59-0)	0 quality points	(0- 59)

XX. Additional LEA Policies related to School Building Level Committee

Describe the function of the SBLC as it relates to student promotion and retention.

The Building Level Committee will be composed of the following as appointed by the principal:

a) principal (not to be the chairperson)
b) coordinating teacher (standing member)
c) regular teacher (may be standing)
d) referring teacher
e) 1-2 regular ed. teacher
f) personnel as needed (may be guidance counselor, master teacher, parent or school nurse); pupil appraisal personnel as needed (may be education diagnostician, psychologist, social worker, or speech therapist)

The functions of the Building Level Committee are as follows:

a) Meet at least once a month to review referrals.
b) Review cumulative folders and gather data pertinent to student referrals – attendance – tardies – office referrals – chronic absenteeism.
c) Determine appropriate interventions or adjustments have been selected and implemented.
d) Keep documentation of meetings and student modifications required of teachers. Documentation will be submitted monthly to Pupil Appraisal Coordinator.
e) Follow up to ensure modifications are being made and that the student is being successful.
f) Monitor the promotion and placement of students yearly as appropriate to determine that the parish policies are being implemented uniformly. The SBLC may promote students one grade level prior to October 1 of the current school year. The only exception to the October 1 date will be students transferring to Richland Parish from out of the district/state after October 1. On a transfer student, the decision to promote should be made within a six-week period of the transfer. Exceptions to one grade level promotions will be 4th grade repeaters who meet the waiver conditions under high stakes testing.
g) Meet to decide and document waiver of LEP students.
h) Meet to decide on the placement of students taking the LEAP CONNECT test. Meet and review student work samples and attest to student ability to exhibit competency for an appeal to LEAP Testing Policy.
i) Recommend students to be placed in the Multi-sensory Language Program (MSL) based on the dyslexia screening results.
j) Make decisions and/or recommendations on promotions, LEAP waivers, appeals, and overrides.
k) Make decisions and/or recommendations related to the successful completion of summer school credit for all grades.

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teacher, or other administrative staff members of the school or central office of the parish shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy. The normal chain of command (teacher, principal, superintendent, and school board) must be followed.

Each school shall determine the student rank of each graduating class by dividing the total number of quality points earned by each student by the total number of high school credits pursued.

Students who choose to retake a course that has been successfully completed may do so; however, the following criteria will apply:

a) The student's official transcript will reflect only the highest grade achieved for the course that has been taken again.
b) First time and repeat grades for courses will be used in figuring the student's cumulative grade point average.

For determination of GPA and class rank, college level and non-required online classes will not be averaged in.

Describe the LEA's policy for awarding 1/2 unit of credit.
Students are awarded 1/2 credit for the successful completion of one semester of 1 credit classes.

The Richland Parish Early Graduation Program will consist of: distance education courses offered through dual enrollment courses offered through accredited colleges and Universities; and Carnegie credit courses in 8th grade for junior high school courses. Distance education courses completed for Carnegie credit must consist of the corresponding EOC test if applicable. The principal or principal's designee must approve coursework prior to completion. A course of study by semester must be created by the high school for each early graduation candidate.

Early College Admission:

a) A student who has been recommended by his high school principal may be admitted to college after three years in high school provided the student has a B or better average in all courses taken and scores a minimum composite of 20 on the ACT or the appropriate concordant value on the enhanced ACT.
b) The goal of any educational program is to move individuals through a developmental sequence to higher levels of functioning. In the education of some students, the focus must be on response to environmental stimulation, language acquisition, self-help and social skills development, motor coordination, and functional academic skills development.

CLEP exams for High School/College Credit in Richland Parish

CLEP Exam*	High School Credit	ULM Credit	LDCC Credit
College Algebra	N/A	Math 1011	Math 110
Precalculus	Advanced Math H	Math 1013	
Calculus	Calculus H	Math 1031	NIA

Biology		Bio 1001 and 1002	Bio 101 and 102
Chemistry	Chemistry H	Chem 1001 and 1008 Chem 1009 and 1001	Chem and 1020
Spanish	Spanish I and Spanish Il (oral test required)	Spanish 1001	Spanish 101 and 102
Computer Information Systems	BCA	CIS 3050	
West Civ I and Western Civ Il	World History	History 1011 and 1012	History 101 and 102
Intro to Psychology	Psychology	Psychology 2001	N/A
Intro to Educational Psychology	Psychology	Psychology 3001	Psychology 201
Intro to Sociology	Sociology	Sociology 1001	Sociology 201
Human Growth and Development		Psychology 2078	Psychology 236
Principles of Marketing	Entrepreneurship	Marketing 3001	Business 201
Intro Business Law	Business Law (1/2 credit)	Business Law 4001	Business Law 231
Principles of Macroeconomics	Economics	Economics 2002	Economics 302
Principles of Microeconomics	Economics	Economics 2001	Economics 302
English Literature	English IV	English 2001 and 2002	English 201 and 202
College Composition	English IV H	English 1001 and 1002	English 101 and 102
American Literature	English IV	English 2005 and 2006	English 203 and 204
Analyzing and Interpreting Literature	English IV		English 205 and 206

*Students must score a minimum of 50 to receive high school/college credit

*For class ranking purposes, course credit earned by CLEP testing will be recorded as an "A"

XXI. Additional LEA Policies related to Attendance

Richland Parish Schools Attendance Recovery Plan

1.

- Attendance Policy

    - Based on a minimum 388-minute instructional day and the 2022-2023 academic calendar, a student can miss no more than 16 days of school to be eligible for promotion. (Exempted and Excused Absences do NOT count against attendance requirements) Absences marked E or D in JCampus DO NOT count against attendance requirements.
- Elementary/Middle School Attendance Recovery Policy
    - A student in grades 1-8 accumulating more than 16 unexcused absences in a year-long course will be retained due to an attendance violation, pending a placement decision by School Committee (SBLC). A parent has 15 school days from the issuance of the report card to dispute and clear all attendance and grade issues.
    - Students may recover days absent by participating in the school's Seat Time Recovery (STR)Program. STR is recovered using a district approved Online learning program or face-to-face instruction settings with a certified teacher. Examples of on-line learning programs are IXL, I-Ready, and Edgenuity. Students may recover time by completing academic assignments before school, during lunch, after-school, weekends, and/or holidays.
- Student passed the course but did not meet attendance requirements
    - After satisfying the requirements of the STR Program, students who previously earned a passing grade in the class will be promoted, those who do not satisfy the requirements of STR may be:
        - Promoted — Placed by School Committee
        - Promoted due to limited retention,
        - Retained in current grade due to attendance violation.
        - The placement decision to be made by School Committee (SBLC).

The following process must be followed:

- The STR teacher(s) will submit a STR Completion Form to the principal who will sign the form for final approval.
- All forms must be scanned into the student's record in JCampus. All STR minutes must be completed by January 27, 2025 for half-year courses and June 23, 2025 for full-year courses.
- SBLC notes kept on file.
- The principal will forward the approved form to the Assistant Principal or Designee who will change the SBLC code in JCampus.

2. Student failed the course and did not meet attendance requirements

- After satisfying the requirements of the STR Program, students who earned a failing grade in the class may be allowed to use the assignments/quizzes completed during the STR Program to recalculate their grade. The assignments must be approved and graded by the teacher of record.
    - The following process must be followed: If the student earns a passing grade after the recalculation, the teacher of record will complete and submit a grade change form to the principal and; o The STR teacher(s) will submit a STR Program Completion Form to the principal who will approve or deny.
    - All approved forms will be given to the Assistant Principal or Designee who will change the grade in 'Campus.

- All forms must be scanned into the student's record in JCampus. All STR minutes must be completed by January 27, 2025 for half-year courses and June 23, 2025 for full-year courses.

3. High School Attendance Recovery Policy

- A student in a high school course accumulating more than 8 unexcused absences in a Semester course or 16 unexcused absences in a year-long course will NOT receive credit for the course due to an attendance violation. A parent has 15 school days from the issuance of the report card to dispute and clear all attendance and grade issues.
- Students may recover days absent by participating in the school's Seat Time Recovery (STR) Program. STR is recovered using a district approved online learning program. Grades 8-12 — Edgenuity, or face-to-face instruction settings with a certified teacher. Students may recover time by completing academic assignments before school, during lunch, afterschool, weekends, and/or holidays.

4. Students who passed the course but did not meet attendance requirements

After satisfying the requirements of the STR Program, students who earned a passing grade in the class will receive credit for the grade they earned. The following process must be followed:

- The STR Program teacher(s) will submit a STR Program Completion Form to the principal who will sign the form for final approval.
- The principal will forward the approved form to the Assistant Principal or Designee who will who will change the SBLC code in JCampus.
- All forms must be scanned into the student's record in JCampus. All STR minutes must be completed by January 27, 2026 for half-year courses and June 23, 2026 for full-year courses.

5. Students who do not pass the course and do not meet attendance requirements

After satisfying the requirements of the STR Program, students who earned a failing grade in the class may be allowed to use the assignments/quizzes completed during the STR Program to recalculate their grade. The assignments must be approved and graded by the teacher of record. The following process must be followed:

- If the student earns a passing grade after the recalculation, the teacher of record will complete and submit a grade change form to the principal and;
- The STR Program teacher(s) will submit a STR Program Completion Form to the principal who will approve or deny.
- All approved forms will be given to the Assistant Principal or Designee who will change the grade in JCampus.
- All forms must be scanned into the students record on JCampus. All STR minutes must be completed by January 27, 2026 for half-year courses and June 23, 2026 for full-year courses.

6. School's Responsibilities

- Provide students and parents with attendance letters by the 3rd, 5th, and 10th day absent.
- Students should sign letters once received by the attendance clerk.

- Complete Attendance Intervention Plan
- Submit referrals to CWA, FINS, and/or Child Hearing Officers for attendance issues.
- Notify parents within three weeks of the semester end date if the student may be ineligible for credit and STR is required.

7. Recovery Guidelines

Students who complete the STR Program through an approved online learning program or face-to-face instruction, may recover minutes based on the following guidelines.

1 full day absent (388 minutes)	*120 minutes of online learning recovers 1 full day absent
1 full day absent (388 minutes)	180 face to face minutes recovers 1 full day absent
Reminder- Students must make-up missed assignments and complete STR to receive credit.	

(*20 Minutes of Online Learning recovers I class period or 30 Minutes Face to Face recovers I class period)

* The accumulation of productive online minutes will be tracked by the STR Program teacher(s) from the program's dashboard. All student work and minutes accumulated must be submitted by the Teacher(s) with the STR Program Completion Form. The accumulation of face-to-face minutes will be tracked using sign-in logs monitored by the certified teacher.

8. Parent/student Responsibilities

- Submit all attendance documents within five days of student's return to school
- Communicate with the principal, counselor, and/or teacher any extenuating circumstances that may impact the student's attendance.
- Report to the STR Program on time and ready to work.
- Complete STR assignments before school, after school, during lunch, on the weekends and during holidays. Request frequent updates from the STR Program teacher(s) on accumulated minutes and completed assignments.
- Request updated report cards after the STR Program is completed.

* Students who earned a failing grade will be given an additional 5-10 school days to complete STR assignments.

XXII. Additional LEA Policy related to Credit Recovery Courses & Units

1. Credit Recovery — Two Carnegie units may be earned as two whole credits or four, one-half credits.

XXIII. Additional LEA Policy related to Academic Credit Policy

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility.

LHSAA will meet all of the following requirements:

- Recognize multi-Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

XXIV. Additional LEA Policies Related to Retention

Retention Policy

Students are not to be retained more than one time in grades prior to grade 5.

Students are not to be retained more than two times prior to grade 8.

Students are not to be retained more than one time at any grade level.

XXV. Additional LEA Policies related to 8th Grade Algebra I Requirements

- To be eligible to enroll in Algebra I class, students must have a Mastery or above on the 7th grade EOY assessment in order to qualify for taking Algebra I in the 8th grade.
- Students in the 7th grade will be required to be graded on the standard grading scale and obtain a 11A „or "B" to qualify for taking Algebra I in the 8th grade.
- Students must meet both criteria to be eligible to take Algebra I in grade

XXVI. LEA assurances and submission information

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

Richland Parish School Board

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:

Superintendent

Board President