



2026-2027

Pupil Progression Plan

DRAFT

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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.

[Pursuant to R.S. 17:151.3 \(D\)](#) A parent or legal guardian shall have the option to defer enrolling his child in kindergarten for one year if either of the following applies:

1. [The child is four years of age on the first day of the school year.](#)
2. [The child is enrolled in a prekindergarten program.](#)

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.

Current Bossier Parish students who are seeking to enter first grade should demonstrate proficiency on the Bossier Schools First Grade Readiness Checklist. Students entering the parish will be administered the Bossier Schools First Grade Readiness Checklist to determine placement. Any student who does not meet the first-grade entry requirements may be placed in the first grade if justification is presented to and approved by the School Building Level Committee (SBLC). The grade level Supervisor of Instruction may be contacted if the decision is challenged.

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](#).

Students in kindergarten who are promoted to first grade must demonstrate an acceptable level of performance, based on a preponderance of evidence of student learning, in English language arts and mathematics as it relates to the Louisiana Student Standards and documented on the report card. Students identified as not demonstrating proficient grade level performance on the K-3 Literacy Screeners may be retained in first grade. Students in grades 1, 2, 4, and 5 who are to be promoted from a lower to a higher grade must demonstrate an acceptable level of performance based on a preponderance of evidence of student learning in English language arts and mathematics as it relates to the Louisiana Student Standards and reflected through the report card. The School Building Level Committee (SBLC) will also consider the K-3 Literacy Screener and/or LEAP assessment results, where applicable, when determining placement and promotion of a student. Students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level may be placed in the higher grade if justification is presented to and approved by the School Building Level Committee (SBLC). The grade level PreK-5 Supervisor of Curriculum and Instruction may be contacted if the decision is challenged.

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.

[ACT 422 of the 2023 Legislative Session prohibits the promotion of third grade students IF the student scores at the lowest level of the literacy screener \(well below\). In an attempt to prevent the retention of students, the Bossier Parish School Board will provide High Dosage Tutoring as directed in Act 771 of the 2024 Legislative Session. The PreK-5 Supervisor of Curriculum and Instruction may be contacted if the decision is challenged. The district and each K-3 school has a literacy plan posted and available.](#)

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.

Students in grades 6 and 7 who are to be promoted to the next grade level must demonstrate an acceptable level of performance, based on a preponderance of evidence of student learning, in English language arts, mathematics, and either social studies or science as it relates to the Louisiana Student Standards and reflected through the report card and LEAP assessment.

Students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level may be placed in the higher grade if justification is presented to and approved by the School Building Level Committee (SBLC). The grade level Supervisor of Curriculum and Instruction 6-8 may be contacted if the decision is challenged.

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 cases where LEAP scores are not available to guide promotion/placement decisions, the school in which the student is enrolled in eighth grade will use multiple data sources, such as grades in the four core content areas, to review the preponderance of evidence of student learning from that school year to determine appropriate placement in ninth grade or transitional ninth grade. The SBLC will be responsible to review data sources to guide promotion/placement decisions. The Supervisor of Curriculum and Instruction 6-8 may be contacted if the decision is challenged.

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.

An individual graduation plan (IGP) will be written for all students in grade 8 who scored below the "basic" achievement level in either English language arts or mathematics on the LEAP exam and those students will receive additional support. The following types of instructional support may be included in the plan:

- High-quality instructional curriculum: Student is taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports
- Highly-effective teacher: Student is placed in the classroom of a teacher rated "Highly Effective" or "Effective: Proficient" overall, or "Highly Effective" or "Effective: Proficient" on value-added model, or has proven success with teaching students who struggle academically in the past.
- Additional in-school support: Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school intervention provided by a teacher or tutor with specialized subject specific training.
- Summer program: Students are enrolled in a summer program. In that summer program, the student is taught with a high quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional support.

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.

Bossier Schools uses the Edgenuity platform (Imagine Learning) for all credit recovery courses. Imagine Learning is an approved vendor by the Louisiana Department of Education. Online courses are properly vetted to ensure that students are receiving the grade appropriate content standards for completion towards that particular course. Grades awarded for credit recovery courses will strictly follow the credit recovery policy outlined in our annual Pupil Progression Plan.

Credit Recovery Program Criteria

- Students failing a course with a final percent of 50% or greater are eligible for credit recovery.
- Edgenuity (Imagine Learning) is the software that is utilized for this program during fall and spring terms.
- Edgenuity may be used on a limited basis for summer credit recovery.
- The established grading scale is built into the software.
- Credit recovery students must take a pre-test for each lesson in each course they need to recover.
- Students must complete the coursework and pass the final exam in order to earn credit for the course.
- Any exceptions must be approved by the Supervisor of 9-12 Instruction and Guidance or his/her designee.

Credit Recovery Program Grade Calculations and Transcript Records

For students participating in credit recovery, a letter grade of “C” or “D” only will be recorded on the transcript based on the overall grade in the credit recovery course.

- Upon completion of the credit recovery coursework, the overall average will count as 85% of the credit recovery course grade. When the student takes the credit recovery final exam, that score will contribute 15% of the overall grade in the course.
- If the student does not pass the final credit recovery exam, the grade will remain an “F”.
- If the credit recovery course final grade is in the range of 60% to 79%, the credit recovery letter grade will be recorded as a “D” on the transcript.
- If the credit recovery course final grade is in the range of 80% to 100%, the credit recovery letter grade will be recorded as a “C” on the transcript.
- If the credit recovery course is also a LEAP 2025 course, the student must take the LEAP 2025 and the score will contribute 15% of the final grade.
- Students who have previously passed the LEAP 2025, but have failed the course, may choose to retain the previous exam score in lieu of participating in an additional administration of the exam.

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 alignment with [R.S. 17:183.2\(A\)](#), Bossier Parish middle schools integrate age-appropriate activities such as field trips, guest speakers, homeroom modules, community services, job shadowing and/or course work like Quest for Success in grades 6 through 8 to expose students to career, technical, and academic fields of study ahead of the high school pathway selection process. These foundational career exploration initiatives assist students in identifying high-demand occupations in Louisiana. This allows students to further map their local student discovery directly to the upcoming IGP process. The district actively welcomes ongoing refinement to scale and formalize a robust, comprehensive grade 6–8 exploration curriculum parish-wide.

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.

Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follow:

- 4th or 8th grade students who transfer to a Louisiana public school must take and pass either the spring administration of the LEAP English Language Arts and Mathematics (ELA/Math) tests OR the LEAP 2025 state placement test prior to enrollment in grades 5 or 9.
- Grade placement determinations for students in grades 4 or 8 who transfer from out-of-state, nonpublic, or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and Mathematics test shall be made in accordance with promotion policy of the LEA.
- A student transferring from home study or a nonpublic school seeking to enroll in Bossier Schools in grades 2, 3, 4, 6, 7, 8, 10, 11, or 12 shall be administered a placement test as determined by the grade level Supervisor of Curriculum and Instruction as well as the Supervisor of Accountability and Assessment after the review of placement test scores, report cards, transcripts, and other documentation provided by the parents and student.

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*.

Students With Disabilities Identified Through Bulletin 1508: For a student participating in LEAP Connect (LAA1), grades must reflect assigned work on either Louisiana Connectors, modified goals and objectives from the general curriculum, and/or IEP academic goals and objectives. Extensive modifications and accommodations are allowed as reflected on the student's IEP.

Students Identified under Section 504: For a student identified under Section 504, grades will reflect assigned work in the general curriculum with accommodations.

Gifted Students: Students in grades K-12 identified as academically gifted with an IEP for gifted services are provided expanded and enriched learning opportunities through the Activating Inquisitive Minds (AIM) program. Students in grades K-8 are offered a weekly pull-out academic enrichment program experience at a gifted center located in their region of the parish. Middle school gifted students are also offered the option of enrollment in Advanced Preparation Program (APP) courses in English language arts and/or mathematics at their homeschoools in addition to participation in the AIM program. At the high school level, gifted students may take a gifted elective course offered at each parish high school, participate in an independent project program, and/or enroll in selected courses at Bossier Parish Community College (BPCC) through the AIM program.

Talented Students: Students in grades K-12 identified with the exceptionality of talented with an active IEP providing talented arts services (theater, music, and/or visual arts) have the opportunity to participate in weekly, pull-out enrichment lessons and experiences at their home schools. These students are also offered performance and exhibition opportunities throughout the school year through the parish's Talented Arts Program (TAP). Additionally, high school TAP students are offered the opportunity to enroll in courses specific to their area of identified talent at Bossier Parish Community College (BPCC) through the Talented Arts Program.

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*)

Bossier Schools Virtual Learning Program (BSVLP): Bossier Schools continues to offer a virtual learning experience for our students in grades 6-12. BSVLP has been established to enhance this learning experience for Bossier Parish students who have made the decision and commitment to continue their academic journey through a virtual learning platform. Middle school students who, for various reasons, may not be able to continue their learning experience in a face-to-face setting may apply to enter BSVLP. High School students may select, upon approved admission, the 100% virtual option remaining enrolled in their zoned Bossier Parish School, or the dynamic virtual hybrid option offering the student specific and unique face-to-face courses as part of the day on the campus of Bossier High School. The 100% virtual student will continue his/her courses from an alternate location, but will be required to "log on" to virtual class meetings throughout the week and complete daily assignments for each course in which he/she is enrolled.

Butler Educational Complex: Butler Educational Complex serves as the alternative placement for at-risk students needing a more restrictive environment. The HiSET curriculum is also available at Butler Educational Complex through an application procedure for students seeking this option. Students may continue forward with a traditional high school diploma when attending Butler Educational Complex.

XIII. Due Process Related to Student Placement and Promotion

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

Students, parents, and teachers will be afforded due process in accordance with the policies and procedures as adopted by the Bossier Parish School Board. A review of a promotion, progression, or placement decision may be initiated by a parent or teacher within ten working days after the decision, according to the following procedure:

- The complainant will contact the school principal for review of the decision.
- If the decision of the principal is not satisfactory, the complainant may file a written request within ten working days for review with the Assistant Superintendent of Curriculum, ESSA, and Academic Affairs.
- The Assistant Superintendent of Curriculum, ESSA, and Academic Affairs will appoint the appropriate regular and/or special education administrators to investigate the complaint and will make a recommendation. The Assistant Superintendent of Curriculum, ESSA, and Academic Affairs or his/her designee will notify the complainant of the official decision in writing within ten working days.
- The complainant may file an additional written request for review with the Superintendent if the official decision as reported by the Assistant Superintendent of Curriculum, ESSA, and Academic Affairs is not satisfactory. The Superintendent will receive this request no later than ten working days after receipt of the official decision by the Assistant Superintendent of Curriculum and Academic Affairs.
- The Superintendent will conduct a hearing on the complaint and render a decision within fifteen working days after receiving the official decision reported by the Assistant Superintendent of Curriculum and Academic Affairs.
- The decision of the Superintendent will be the final LEA decision.

XIV. Additional LEA Policies Related to Student Placement and Promotion

High School (9-12) Uniform Grading Scale

The 10-point grading scale shall be used for all courses. This is in accordance with state law. New courses may be included with the approval of the appropriate supervisor in the Curriculum Department. Students earning credit in courses graded on the 5-point scale may earn a GPA on the TOPS Core Curriculum that exceeds 4.00. Courses that qualify for the 5-point scale are designated with a "+" at the end of their name.

For such courses:

- 5 quality points will be assigned to a letter grade of "A"
- 4 quality points will be assigned to a letter grade of "B"
- 3 quality points will be assigned to a letter grade of "C"
- 2 quality points will be assigned to a letter grade of "D"
- 0 quality points will be assigned to a letter grade of "F"

TOPS Core Curriculum GPA will use a 5-point scale for grades earned in the following courses.

1. Advanced Placement (AP)
2. International Baccalaureate (IB)
3. State Designated Gifted and Talented
4. Designated Dual Enrollment
5. Designated Pre-AP classes

The valedictorians and salutatorians tend to have near-perfect (or perfect) grades with the most rigorous courses possible on their transcript. The valedictorian will be the student with the highest overall grade point average (GPA) for all Carnegie unit courses attempted in high school. The salutatorian will be the student with the second highest GPA. Bossier Parish School Board policy requires repeated and/or credit recovery courses to be included in the GPA calculation for students contending for valedictorian/salutatorian. Eligibility for valedictorian and salutatorian will be based on all courses attempted, including any courses that have been retaken. The valedictorians/salutatorians must complete the Louisiana TOPS Curriculum. To be eligible for the honor of valedictorian and salutatorian, students shall have been in residence for at least the last four (4) semesters in the high school from which they are to graduate. For those ninth graders entering 2021-2022 and beyond, the requirements for valedictorian and salutatorian do not include graduating with their cohort. For candidates competing for this honor, the computation for GPA will include all courses attempted and the calculation will be rounded to 4 decimal places.

Bossier Schools serves students in summer remediation programs when funding is available and dependent on state and federal requirements. Students must have attended the offered summer school days and passed the necessary coursework and state testing requirements to receive credit for the coursework. Summer absences will be excused for extenuating circumstances and at the discretion of the LEA.

Bossier Schools uses proficiency testing and benchmark testing as a progress monitoring tool. These tests are reflective of standards that are taught and should be mastered by students in regards to state

LEAP testing. These assessments may be included in teacher gradebooks and be factored into student final grades.

Bossier Parish will determine accelerated grade promotion on an individual basis using a proficiency tool. It is worth noting that students in grades K-12 who demonstrate exceptionally high levels of achievement are given opportunities to enrich and expand their knowledge while enrolled in their current grade. For example, students in 8th grade seeking participation in the high school Algebra I course must participate and pass the four step screener process in order to prove readiness for the course.

Students are permitted to graduate early in compliance with state policies and procedures. Bossier Schools requires early graduates to submit an application for early graduation to the principal for approval before early graduation is allowed. Students must contact the senior counselor and/or principal in order to access the application and process for early graduation.

XV. LEA assurances and Submission Information

Assurance is hereby made to the Louisiana Department of Education that this

Bossier 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:

TBD

Jason Rowland, Superintendent

Sherri Pool, School Board President