



2024-2025 Pupil Progression Plan

Bossier Parish School Board

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Background and Purpose

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

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

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I. Placement of Students in Kindergarten and Grade 1

Kindergarten

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

Grade 1

Any child admitted to kindergarten pursuant 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.

Pursuant to R.S. 17:151.3 (D), every parent or legal guardian of a child who is eligible to attend full-day kindergarten for the 2022-2023 school year or thereafter, as a prerequisite to enrollment in any first grade of a public school, shall send such child, beginning with the 2022-2023 school year, to attend public or private full-day kindergarten when such instruction is offered in the public schools. Notwithstanding the provisions of this Section or any other provision of law to the contrary, 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:

- A. The child is four years of age on the first day of the school year.
- B. The child is enrolled in a prekindergarten program.

The [Desired Results Developmental Profile: Kindergarten Checklist \(DRDP-K\)](#) will be used to evaluate kindergarten readiness of individual children to identify where a child may need additional instructional support. 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 Curriculum may be contacted if the decision is challenged.

II. Promotion and Retention of Students in Grades K, 1, 2, 3, 4, 5, 6, 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 Pupil Progression Plan. 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 V. 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 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 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 Supervisor of Curriculum 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 Pupil Progression Plan. 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 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 V. 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.

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

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The 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 which 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 Accelerate High Dosage Tutoring as directed in Act 771 of the 2024 Legislative Session. The grade level Supervisor of Curriculum 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 Pupil Progression Plan. 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 may be contacted if the decision is challenged.

III. Promotion Considerations and Support of Students in Grade 8

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.

In other cases, if LEAP scores are not available to guide promotion/placement decisions, the school 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 grade level Supervisor of Curriculum may be contacted if the decision is challenged.

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE *Bulletin 1566*, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade. LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic 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.

Bossier Parish Schools Individual Graduation Plan (IGP):

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 will receive additional supports.

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: Student is 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.

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

Financial Aid Planning: The [linked memorandum](#) outlines the updated FAFSA policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the Free Application for Federal Student Aid (FAFSA) application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of local education agencies (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. Please contact ldfinancialaid@la.gov with questions.

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

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

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

NCAA Updates

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means. Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

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

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit Recovery Programs and NCAA

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

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

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for School Administrators

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

NCAA ACADEMIC STANDARDS

<http://www.ncaa.org/about/what-we-do/academics>

IV. Placement of Transfer Students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic 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.

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 Supervisor of Accountability and Assessment after the review of placement test scores, report cards, transcripts, and other documentation provided by the parents and student.

V. 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 the department, 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 Student Information System (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.
- The Department 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.

VI. Literacy Support Standard 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 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.

VII. 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.

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

In grades K-12, gifted students are provided expanded, enriched learning experiences within their current grade level. Sixth, seventh, and eighth grade gifted students may enroll in Advanced Preparation Program (APP) courses in English language arts and/or mathematics, and participate in the Gifted Enrichment Program. Beginning in the ninth grade, gifted students may take a gifted elective offered at each high school, participate in an independent project program, and/or enroll in selected courses at Bossier Parish Community College (BPCC).

If students are enrolled in off campus college classes at BPCC through the BPSB gifted and/or talented arts education program, then there must be approval, before registration, from the gifted or talented arts education supervisor, for every specific class taken, in which they are enrolled, and planning to use as dual enrollment high school credit. Students must register through the gifted and talented program for each BPCC course and may take one full semester length class per semester (fall and spring only) through the program if approved ahead of time by the gifted supervisor. Fees for classes taken through the gifted and talented education program will only be covered for pre-approved classes during the school year if students have properly registered through the gifted and talented education program. District leaders will evaluate course descriptions and determine if the 5-point weighted scale applies to dual enrollment courses chosen by students in advance. The Louisiana Department of Education TOPS University Requirements will be referenced for guidance regarding weighted scales.

Acceleration

Bossier Parish will determine accelerated grade promotion on an individual basis using a proficiency tool. Noteworthy, 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.

VIII. 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)

The Bossier Parish School System continues to offer a distance learning experience for our students in grades 6-12. BSVLP has been established to enhance the learning experience for Bossier Parish students who have made the decision and commitment to continue their academic journey through a distance 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 approval, the 100% virtual option remaining enrolled in their zoned Bossier Parish School, or may select a 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. Students in the hybrid virtual program will register as a Bossier High School student. The 100% virtual student will continue his/her courses from home, but will be required to “log on” to virtual class meetings once a week for each course he/she is enrolled in.

Butler Educational Complex

Butler Educational Complex (BEC) submitted a 2021-2022 redesign site plan which is aligned in all core components of BESE Bulletin 131. 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.

IX. Due process related to student placement and promotion

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 and Academic Affairs.
- The Assistant Superintendent of Curriculum 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 and Academic Affairs or his/her designee will notify in writing the complainant of the official decision 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 and Academic Affairs is not satisfactory. This request will be received by the Superintendent 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.

X. 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"

Valedictorian and Salutatorian

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 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.

Calculation of TOPS Core Curriculum GPA will use a 5-point scale for grades earned in the following:

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

Dual Enrollment Opportunities

The weighted scale will be used for all local cumulative GPA reporting. Courses taken virtually or on the college campus that are eligible for the 5-point weighted scale are courses that are core content in English, math, science, social studies, and the arts. All dual enrollment courses taken on a college campus or away from the high school campus must be approved in advance at the school and district level. Dual Enrollment course fees taken off campus, whether online or in person, are the responsibility of the student and parent. This is applicable to students that are working towards an associate degree, certifications, or basic college hours. This is not related to the regular high school diploma. Dual Enrollment courses taken on the campus of the higher education institution must be selected for dual enrollment at the time of course registration. It is the responsibility of the student and parent to make sure that the proper paperwork is returned to the school counselor for processing. Students may only choose to NOT include the course as dual enrollment on their transcript within seven (7) business days of registering for the course. A student may earn a different letter grade on the high school and college transcripts due to differences in weighting at the local and post-secondary levels.

Bossier Schools Distance Learning Opportunity

The Bossier Parish School System strives to enhance high school student opportunities by providing the Bossier Schools Distance Learning program. This program provides live instruction to students on their campus from Bossier Parish teachers who are instructing from a different site. Students are scheduled to the distance learning lab on their campus for the block that they attend their distance learning class. Students log into the class each day for instruction from their distance learning teacher. This program provides opportunity throughout the school system and allows students to take courses that would not normally be available on their campus. Courses range from unique world language courses to Advanced Placement and Dual Enrollment courses.

Credit Recovery Program Criteria

- Students failing a course with a final percent between 55%-59% 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/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.

Middle School (6-8) Uniform Grading Scale

The district grading scale will be used in determining the grades to be placed on the Middle School Report of Progress each four and one-half (4½) week period. A numerical grade is computed on each Report of Progress throughout a course. For each quarter grading period, the total points earned divided by total points possible will be converted to a percentage at the end of each grading period, and the appropriate letter grade will be assigned in accordance with the Bossier Parish Middle School Grading Policy. At the end of the year, the final grade will be determined by adding the quality points for each grading period.

Total Quality Points for Final Grade	
A	14 - 16
B	10 - 13
C	6 - 9
D	3 - 5
F	0 - 2

NOTE: Grade 8 students who take Pre-AP Algebra I will be required to take the LEAP 2025 Algebra I test. The results will be treated as a final exam and will count as 15% of the grade for the course.

All middle school students who take and complete Grade 7 and Grade 8 Spanish I will receive a Carnegie unit reflecting the final grade for Spanish I upon entering Grade 9. The final letter grades in Grade 7 and Grade 8 Spanish I will be averaged together to determine the final grade that will be posted on the student's high school transcript by the middle school counselors.


Maintenance of Records and Reports

The Bossier Parish School Board maintains permanent records and reports on all students enrolled in Bossier Parish Schools. The use of student records complies with federal laws, state laws, and Board policies. Cumulative folders, whether digital, in print, or both, are to be secured in the district's digital Student Information System (SIS) and/or stored in locked files in a secured place in the office area. No file should be removed from the secured area. Persons with legitimate educational or work related interest in student data are allowed to review data online and/or in folders when necessary for educational purposes. All reviewers must sign the posted log unless they are on the cumulative folder access list. All files must be reviewed in a digitally designated area and/or physically at the school while under the supervision of the designated school employee. Only the principal, assistant principal, counselor, clerical staff, guidance aide, or registrar may copy necessary item(s) for educational purposes from a cumulative folder. Administrators and counselors are to supervise whole-faculty review of records and any addition and/or removal of information in cumulative folders, whether in a digital and/or print format.

XI. LEA assurances and submission information


Assurance is hereby made to the Louisiana Department of Education that the Bossier Parish School Board **2024-2025 Pupil Progression Plan** has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: August 1, 2024



Jason Rowland (Aug 2, 2024 13:31 CDT)

Jason Rowland
Superintendent of Bossier Schools



Robert Bertrand (Aug 14, 2024 12:20 CDT)

Robert Bertrand
Bossier School Board President