

# **2024-2025 Pupil Progression Plan**

**Local Education Agency:**

LSU Laboratory School

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The PPP should be submitted as a PDF to [ppp@la.gov](mailto:ppp@la.gov) by October 31.

## Background and Purpose

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

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

The purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once 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.

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)



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## I. 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 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.

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

- \*All students entering kindergarten must go through the University Laboratory School (ULS) application and screening process to be admitted.
- The student must meet the ULS promotional requirements for the first grade.
- The Admissions Committee and/or administrative designee reviews records to determine if ULS can provide appropriate placement. Records reviewed may include, but are not limited to, attendance records, report cards, nationally normed achievement test results, and diagnostic test results.
- The student must be screened by ULS using Beginning-of-the-Year, Mid-Year, or End-of-Year grade-level or content-area assessments and other school placement assessments. The assessments administered are determined by the time of the year. The ULS Admissions Office schedules all screenings.

## II. 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 V. Support for Students](#).

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

ULS requirements for unconditional promotion:

### Kindergarten to First Grade:

- Meet grade level end of year Math performance expectations by scoring at least 75% on the grade level math post-test.
- Meet grade level benchmarks on end of year literacy assessments.
- Meet end of year writing benchmarks as defined in the ULS Literacy Plan.
- Demonstrate satisfactory end of year social, behavioral, and organizational skills.
- Majority of rankings on final quarter report card shall be M and/or S.
- If promotional requirements are not met, the School Building Level Committee (SBLC) will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned, the student must return to their Free and Appropriate Public Education (FAPE) school district.

### First Grade to Second Grade:

- Meet grade level end of year Math performance expectations by scoring at least 75% on the grade level math post-test.
- Meet grade level benchmarks on end of year literacy assessments.
- Meet end of year writing benchmarks as defined in the ULS Literacy Plan.
- Demonstrate fact fluency for end of year grade level fluency expectations.
- Demonstrate satisfactory end of year social, behavioral, and organizational skills.
- Majority of rankings on final quarter report card shall be M and/or S.
- If promotional requirements are not met, the SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned, the student must return to their FAPE school district.

### Second Grade to Third Grade:

- Meet grade level end of year ELA and Math performance expectations by scoring at least 75% on the grade level ELA and math post-tests.
- Meet grade level benchmarks on end of year literacy assessments.
- Meet end of year writing benchmarks as defined in the ULS Literacy Plan.
- Demonstrate fact fluency for end of year grade level fluency expectations.

- Demonstrate satisfactory end of year social, behavioral, and organizational skills.
- Majority of rankings on final quarter report card shall be M and/or S.
- If promotional requirements are not met, the SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned, the student must return to their FAPE school district.

#### **Fourth Grade to Fifth Grade:**

- Must pass all core subject classes. Students must have a minimum of 4 quality points based on a 4-point grading scale.
- Students are expected to score “Basic” in at least three core academic subjects, including ELA, math, science, and social studies. Students not meeting these benchmarks will be placed on academic probation until the end of their fifth grade year.
- If promotional requirements are not met, the SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned, the student must return to their FAPE school district.

#### **Fifth Grade to Sixth Grade:**

- Must pass all core subject classes. Students must have a minimum of 4 quality points based on a 4-point grading scale.
- Students are expected to score “Basic” in at least three core academic subjects, including ELA, math, science, and social studies. Students not meeting these benchmarks will be placed on academic probation until the end of their sixth grade year.
- Students already on probation who do not receive a minimum score of “Basic” on three of the four LEAP assessments must return to their FAPE school.
- If promotional requirements are not met, the SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned, the student must return to their FAPE school district.

### **Promotion and mandatory retention of students in grade 3**

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

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

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.

- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided an expanded academic support plan (see [Section 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.

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.

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

#### **Third Grade to Fourth Grade:**

- Must pass all core subject classes. Students must have a minimum of 4 quality points based on a 4-point grading scale.
- Students are expected to score "Basic" in at least three core academic subjects, including ELA, math, science, and social studies. Students not meeting these benchmarks will be placed on academic probation until the end of their fifth-grade year.
- If promotional requirements are not met, the SBLC will meet to determine if additional requirements are necessary for promotion consideration.
- If promotion is not earned based on the ULS requirements or the DIBELS legislation (see above), the student must return to their FAPE school district.

#### **Promotion of students in grades 6 and 7**

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

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

**Sixth Grade to Seventh Grade:**

- Students must earn a “D” or higher each semester to pass a course.
- Students who fail a course either first or second semester must attend summer school for the course(s) failed.
- Students are expected to score “Basic” in at least three core academic subjects, including ELA, math, science, and social studies. Students not meeting these benchmarks will be placed on academic probation until the end of their seventh-grade year.
- Students who fail more than any combination of six half credits throughout middle school are not eligible for promotion at ULS and must return to their FAPE school district.
- If all failed courses are not passed in summer school, the student must return to their FAPE school district.
- Students already on probation who do not earn a minimum score of “Basic” on three of the four LEAP assessments must return to their FAPE school.

**Seventh Grade to Eighth Grade:**

- Students must earn a “D” or higher each semester to pass a course.
- Students who fail a course either first or second semester must attend summer school for the course(s) failed.
- Students who fail more than any combination of six half credits throughout middle school are not eligible for promotion at ULS and must return to their FAPE school district.
- If all failed courses are not passed in summer school, the student must return to their FAPE school district.
  - Students already on probation who do not earn a minimum score of “Basic” on three of the four LEAP assessments must return to their FAPE school.
  - Students are expected to score “Basic” in at least three core academic subjects, including ELA, math, science, and social studies. Students not meeting these benchmarks will be placed on academic probation until the end of their eighth-grade year.
  - If these benchmarks are not met on the eighth grade LEAP assessments, students are expected to return to their FAPE school district.

**Eighth Grade to Ninth Grade:**

- ULS does not offer a transitional 9th grade (9T) program.
- Students must earn a “D” or higher each semester to pass a course.
- Students who fail a course either first or second semester must attend summer school for the course(s) failed.
- Students who fail more than any combination of six half credits throughout middle school are not eligible for promotion at ULS and must return to their FAPE school district.
- Middle school students who earn high school credit in math or world language may opt to have those grades transferred to their high school transcript or they may opt to exclude the credits from the high school transcript by repeating the course(s) the following year.
- Any failing grade earned at ULS counts towards the maximum number of failed courses allowed throughout middle school regardless of whether the course is repeated or not.

- If all failed courses are not passed in summer school, the student must return to their FAPE school district.
- High school credits earned in middle school count towards the Carnegie credits needed to graduate, count towards TOPS, and count towards the grade point average.
- Regardless of how many high school Carnegie credits are earned in middle school, ULS students are required to take English, math, science, and social studies all 4 years of high school.
- On the LEAP 2025 assessment, 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 to be promoted to the ninth grade.
  - Students already on probation who do not earn a minimum score of “Basic” on three of the four LEAP assessments must return to their FAPE school.

#### **Ninth Grade through Twelfth Grade:**

- Students must earn a “D” or higher each semester to pass a course.
- Students who fail a course either first or second semester must attend summer school for the course(s) failed.
- Students who fail more than any combination of six half credits throughout high school are not eligible for promotion at ULS and must return to their FAPE school district.
- Any failing grade earned at ULS counts towards the maximum number of failed courses allowed throughout high school regardless of whether the course is repeated or not.
- If all failed courses are not passed in summer school by July 31<sup>st</sup>, the student must return to their FAPE school district.
- High school credits earned in middle school count toward the Carnegie credits needed to graduate, count toward the TOPS Scholarship, and count toward the grade point average.
- Regardless of how many high school Carnegie credits are earned in middle school, ULS students are required to take English, math, science, and social studies all 4 years of high school.

### **III. Promotion and support of students in grade 8 and high school considerations**

#### **Regular Grade 8 Promotion**

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

#### **Grade 8 Promotion Waivers**

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

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

### **Transitional 9<sup>th</sup> Grade**

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

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

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

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

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

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

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

## High school promotion and transition considerations

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

**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 [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 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 will be effective starting 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. Please contact [ldefinancialaid@la.gov](mailto:ldefinancialaid@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 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 field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

### **NCAA Update**

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

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

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

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

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.

- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

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

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact [Eligibility Center](#) Customer Service staff at 877-622-2321.

### **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.

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 of whether 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.

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

ULS does not have any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

## **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.

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

**Before admission at ULS is granted to a transfer student:**

- The student must have met the promotional requirements for the grade level he/she is applying for as outlined in this plan.
- The student's records are reviewed by the Admissions Committee. The Committee evaluates information such as attendance, social engagement records, official transcripts, report cards, grade point average, nationally normed achievement test performance results, and diagnostic assessment performance results.
- The student must be screened at ULS using Beginning-of-the-Year, Mid-Year, or End-of-Year grade-level or content-area assessments and other school placement assessments. The assessments administered are determined by the time of the academic year.
- The curriculum from the student's previous school is reviewed by administration and/or an administrative designee to determine what grade-level completion (elementary and middle school students) and/or Carnegie unit credit (for middle and high school students) may be awarded. Note, previous grade-level completion and/or Carnegie unit credit is accepted only from accredited schools if grade-level and/or course descriptions provided by the previous school are comparable to those of ULS.
- On the LEAP Test or State Placement Test, students must score at least at the "Basic" achievement level in either English Language Arts or mathematics and "Approaching Basic" in the other subject to enroll in the 5<sup>th</sup> or 9<sup>th</sup>-grade.
- Any rising senior transfer student is required to submit an official ACT score and an official transcript by July 31 of the school year they are attending ULS.
- Any high school LEAP assessment taken prior to entering ULS must be passed with an "Approaching Basic" or higher and the scores must be submitted to the school by July 31 of the school year they are attending ULS.

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

- The expanded academic support plan shall continue to be in effect until one of the following occurs:
  - 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.
  - The student is in 6<sup>th</sup> grade or above and achieves a score of “Basic” or higher in each of the core academic subjects that initially led to the development of the student’s individual plan.
  - The student is in the 9<sup>th</sup> grade or above.
- 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.

## **VI. 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 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*.

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

ULS does not offer a Limited English Proficient (LEP) Program.

Although ULS meets the needs of students with disabilities who qualify for services (as outlined in our school handbook pgs. 23-24) with a 504 plan, we are not equipped to serve students with an Individual Education Plan (IEP).

Students in need of an LEP Program or IEP services must enroll in their FAPE district school.

## 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 -*

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

ULS does not offer an Alternative Program or School. Students in need of an Alternative Program or School must enroll in their FAPE school district.

## **IX. 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.***

### **Appeal and Due process for Student placement and promotion decisions:**

Appeals may be submitted if the student or parent believes the promotional decision was made in error.

- In those cases, the student or parent/guardian of the student must submit an appeal letter within 5 days of the final grade report and/or LEAP results being released, to the school level Principal. The letter must state the specific reason for the appeal.
- After receiving the appeal letter, the school level principal or his/her designee will schedule a conference within 5 days. Attendees must include the student's teacher(s), the faculty chair for the respective content area or grade-level, and the respective school counselor to review and verify the accuracy of the placement/promotion decision.
- Within 5 days after the meeting, the respective school counselor will submit a recording of the meeting, a written summary, and any relevant attachments to the school level Principal.
- Within 5 days, the principal will review the case and respond in writing to all parties to grant or deny the appeal.

### **Appeals for students with disabilities:**

The same policy listed above applies. ULS does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

### **Appeals for Section 504 students:**

The same policy listed above applies. ULS offers accommodations to level the playing field for qualifying students as determined by necessary SBLC input, psychoeducational evaluations, and/or psychological evaluations with an appropriate IQ assessment component.

ULS does not modify student performance expectations or requirements for progression. Students who wish to participate in a modified program must return to their FAPE school district.

## **X. Additional LEA policies related to student placement and promotion**

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

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

Secondary school students who fail a required course either first or second semester must participate in credit recovery in order to be promoted to the next grade. High school students, who wish to enroll in credit recovery while also being concurrently enrolled in the same course at ULS, should contact the school counselor. If a course repeated in credit recovery is not passed by July 31<sup>st</sup> prior to the start of the upcoming school year, the student must return to their FAPE school district.

Parents/guardians should request the list of ULS approved credit recovery schools from the school counselor. It is ultimately the responsibility of the parent/guardian to contact the approved credit recovery school for information regarding registration, courses offered, dates, times, and costs.

## XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Louisiana State University (LSU) Laboratory School **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: 10.31.2024



\_\_\_\_\_  
Superintendent



\_\_\_\_\_  
Board President