2026-2027 Pupil Progression Plan

Local Education Agency:

Zachary Community School District

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

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Background and Purpose

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

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

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

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

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 these provisions.

Grade 1

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

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

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

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

Students who have completed a documented kindergarten home study program, are of appropriate age and pass the Zachary Community School District readiness screener, may be eligible to enter first grade.

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 VI. Support for students.

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

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

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

Promotion for students in kindergarten and grades 1, 2, 4, 5 and 6

Readiness for first grade will be determined by proficiency in kindergarten skills. Students are expected to meet standards as indicated by either a P (Proficient) or a D (Developing) on a minimum of 14 of 20 skills in ELA and 14 of 20 skills in Math of the kindergarten curriculum to be eligible for promotion to first grade. Students who have not met these standards will be referred to the SBLC for consideration of retention or alternatives to retention. A checklist of the skills in language arts and mathematics will be maintained for each child in pre-kindergarten and kindergarten. P, D, or N (Needs Improvement) will be determined by the following percentages of assessment data:
P (Proficient) = 80-100%
D (Developing) = 70-79%
N (Needs Improvement) = 0-69%

Evidence of proficiency will be authentically assessed in the context of developmentally appropriate activities at each level at grades one, two, three and four. To be promoted in grades 1-2, a student must have an annual average of at least 60% in reading and 60% in math and 60% in one other subject unless the student fails reading or mathematics for the third or fourth grading period. In that case, promotion will be determined by the SBLC.

To be promoted in grade 4 a student must have an annual average of 60% in ELA or mathematics and two other core subjects. SBLC will determine whether any student not meeting these criteria will be promoted.

To be promoted in grades 5-6, a student must have an annual average of 60% in reading or mathematics and two other core subjects. The SBLC will determine whether any student not meeting these criteria will be required to attend school approved remediation to be considered for promotion.

Promotion and mandatory retention of students in grade 3

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

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

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

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

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

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

Good Cause Exemptions

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

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

- A limited English proficient student has been enrolled in an English language assistance program for fewer than two years.
- An IEP indicates that the screener is not appropriate for the student with a disability.
- A student with an IEP or 504 Plan has received intensive reading intervention for two years and still scores at the lowest achievement level on the literacy screener.
- A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
- A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained for a total of two years in kindergarten, first, second, or third grade.
- A student has been diagnosed with dyslexia.
- The student demonstrates an acceptable level of proficiency on a BESE-approved alternative standardized assessment.
- A student scores Mastery or Advanced on the English language arts section of the LEAP 2025 assessment.
- A student has received intensive evidence-based structured literacy intervention for two or more years, still scores at the lowest achievement level, does not meet exceptional criteria, and was previously retained in kindergarten, first, second, or third grade. For this purpose, intensive reading intervention includes targeted intervention in a small group with progress monitoring documented through an individual reading improvement plan.

Note: Regardless of a student qualifying for a good-cause exemption, literacy screening, intervention, and progress monitoring should continue.

Each LEA shall identify third-grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third-grade students who have not met the acceptable level of performance, regardless of retention or promotion status, shall be provided with an individual academic support plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant

challenges, and formulate an individual plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the LDOE, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade-level instruction and focused literacy interventions based on the science of reading during the summer.

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.

To be promoted in grade 7 a student must have an annual average of 60% in reading or mathematics and two other core subjects. The SBLC will determine whether any student not meeting these criteria will be required to attend school approved remediation to be considered for promotion.

Additional Grade Placement, Promotion and Retention Considerations:

A student may be recommended for promotion although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee. (See process under review of placement.) This committee will present a list of students promoted in conflict with the criteria and written documentation for promotion to the Central Office Review Committee. This provision is indicative of the fact that the Zachary Community School District will recognize each student as an individual.

Students who are two or more years older than their peers will be assessed by the SBLC for appropriate placement and recommended for an alternative type placement.

When an over-aged student transfers into ZCSD during the school year and is inappropriately age-placed, the school administrator and the appropriate director shall determine the appropriate placement.

When the SBLC is convened to discuss promotion from one school level to another, the appropriate director reviews and determine if the recommendation made by the SBLC is appropriate.

A student will be retained not more than one time for failure to meet academic requirements in grades K-3.

A student will be retained not more than one time for failure to meet academic requirements in grades 4-5.

A student will be retained not more than one time for failure to meet academic requirements in grades 6-7.

A student in grades K-8 who has met the academic requirements for promotion may be considered for retention if parents provide a written request by the end of the third grading period. This written documentation must state the reasons for special consideration for retention.

When a decision is made to retain a student, the parent/guardian will be notified in writing of the decision and of the system's due process procedures. A parent requesting a review of the retention decision must make that request to the principal in writing by July 1st following the recommended retention.

The SBLC, which will consider parental requests for retention, should be composed of 5 members: the classroom teacher, principal, counselor, a designee of the central office and the parent. (Both parents are encouraged to attend the conference, but together they are considered as one member of the committee). The recommendation for retention must be supported by a minimum of four members of the committee and should be based on careful review of all the data, including current school year data which includes standardized test scores, grades and attendance, as well as social maturity and probable success of student adjustment.

If a student attends another school and returns to Zachary Community School District within the same academic year, he or she will be placed in the grade indicated by the Zachary Community School Board SBLC decision.

A student's retention from failure to meet attendance requirements takes precedence over academic retention and does NOT count toward the maximum number of times the student may be retained at that level, in accordance with state law.

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

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

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;
    - the student had an overall 2.5 grade point average on a 4.0 scale;

- the student had a minimum 92 percent attendance during the school year;
- the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
- parental consent is granted.

- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
  - The student has attended a LEAP summer remediation program offered by the LEA.
- LEP Waiver - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
  - a physical illness or injury that is acute or catastrophic in nature;
  - a chronic physical condition that is in an acute phase
    - physical illness - appropriate documentation must include a verification that the student is under the medical care of a licensed physician for illness, injury or a chronic physical condition that is acute or catastrophic in nature.
    - documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
  - court-ordered custody issues.
    - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

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

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.

For 8th grade students whose promotions are in jeopardy, the following information will be considered: enrollment, attendance, previous academic history, performance on classroom and statewide assessments, age, behavioral data, any other additional information provided and successful completion of summer remediation, if required by school. The SBLC will determine promotion into 9th grade or transitional 9th grade, and parents will be notified in writing.
A student transferring to Zachary High School can enter as a transitional 9th grader, provided they have never been enrolled in 9th grade.

High school promotion and transition considerations

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

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

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

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

Credit Recovery Courses and Units

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

For students who are considering early graduation, a letter of intention signed by the parent must be provided to the high school principal to be reviewed. The deadline for the letter of intent is before the beginning of the semester the student intends to graduate. Once the letter is received by the school committee, the administration will meet with the student to provide counseling services relative to the graduation requirements and post-secondary opportunities.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

Proficiency examinations for new credit can be taken only once, and a student must attain a grade of 75% or better to pass. The student has a choice of earning P or F unless a grade has already been earned in one semester of the course, then a letter grade will be given or vice versa.

The course title, year taken, letter grade and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts).

Students in grades 9-12 will be promoted when they have earned the required number of credits, as indicated below, by obtaining a semester grade of "D" or better in each ½ units or full unit course completed as determined by the teacher of the content area. Students may earn ½ unit of credit in all eligible subjects to meet the required number of credits for students under the 23- or 24-unit plans:

9TH	GRADE	0 - 5.5	UNITS
10TH	GRADE	6- 11.5	UNITS
11TH	GRADE	12 -16.5	UNITS
12TH	GRADE	17+	UNITS

There is no limit to the number of times that a student may be retained in a grade level. However, if sufficient additional credits are earned by successfully completing courses through approved summer school, correspondence, and/or approved acceleration programs, the student shall be promoted at the beginning of the following semester.

Special Education students who do not complete the required number of credits per grade level may be promoted by the SBLC in conjunction with the IEP. Students may graduate when they have successfully completed the required number of units as specified in Bulletin 741 and other BESE Policies.

Local school administration shall annually evaluate and adjust course offerings based upon students' needs.

Eligibility for student participation in courses, including but not limited to math options as specified in Bulletin 741, shall be a local administrative decision based upon middle school academic records and teacher recommendation providing all federal, state, and parish guidelines are not violated. In

addition to completing a minimum of 23 or 24 Carnegie Units of credit, students shall also be required to meet the State's additional requirements.

Zachary Community School District follows the general requirements for a high school diploma and a COA found in § 2314 – 2318 of Bulletin 741.

NCAA Update

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

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

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

Credit recovery programs

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

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

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

V. Individual Graduation Planning

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor, career coach) or IEP team (when applicable) shall begin to develop an 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/postsecondary plan.

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

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

Zachary Community School District will provide career coaching through its Career Awareness and Readiness Program, helping students explore career interests and understand how internships, course sequences, and Industry-Based Certifications (IBCs) connect to future opportunities. Students will learn about CTE programs and career pathways at Zachary High School, including pathway bundles that align course selection with their academic, career, and postsecondary goals. Middle school career-related activities, including career interest inventories and pathway presentations, will support the development of each student's IGP and help students make informed decisions about their high school coursework and future career opportunities.

VI.Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

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

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

A student transferring from an unapproved school, in-state or out-of-state, approved home study programs, or foreign schools will have placement and/or credits determined for the student through screening, evaluations, examinations, and/or transcript assessment.
The principal and/or superintendent may require the student to take an examination on any subject matter for which credit is claimed.
The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
When a student transfers from a school which used letter grades only, the following numerical grades shall be assigned:

A = 95
B = 85
C = 75
D = 65
F = 59

Home Study

Students of all grade levels who have been on state approved home study programs and wish to enter the Zachary Community Schools will:

1. Report to the assigned school
2. Present a copy of the approved application for each year that the student has been in the home study program
3. Present a report that provides information about the program of studies pursued by the student while in home study and grades earned
4. Placement or diagnostic exam(s) may be administered if appropriate

Elementary Placement for Home Study Students

The assigned school shall evaluate the student's instructional level using diagnostic and achievement instruments normally used in the school for new students. SBLC shall make placement recommendations after receiving results.

Middle School Placement for Home Study Students

It is recommended that the students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry. The student shall be placed using the following guidelines:

1. Evaluations from norm referenced tests per parish standards, or other diagnostic or achievement instruments used by the school.

2. Recommendations by the School Building Level Committee.

3. State Placement Testing

High School Placement for Home Study Students

The home study student should enter at the beginning of a semester. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams developed and administered at the school where the student is applying. These tests may be taken prior to placement into the school system.

VI. Support for students

Uniform grading policy

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

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

School year support

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

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

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

VIII. Literacy and Numeracy 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 and/or numeracy assessments.
- 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 and/or numeracy proficiency.
- Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy and/or numeracy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.

- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. Course Choice

Local Education Agency Responsibilities

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

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
    - Priorities:
        - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
        - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
        - Students seeking access to TOPS aligned college credit;

- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
- Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
- Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
- Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.

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

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
  - Establish procedures to identify language minority students.
  - Establish procedures to determine if language minority students are Limited English Proficient.
  - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566* §701.

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

Limited English Proficient (LEP) Students

Schools will initially identify language minority students by reviewing registration information, school records, and input from the parents. Every family entering the Zachary Community School District must complete a Home Language Survey.

All language minority students who are suspected of being Limited English Proficient will be screened after parental notification using an appropriate assessment instrument. A SBLC meeting will be held to discuss the results with parents and teacher. If results indicate that the student is limited in English proficiency, they will be tracked as LEP students, provided needed accommodations, and administered the ELPT test yearly.

All LEP students in the Zachary Community School District will be identified, assessed, placed, and served in the most appropriate educational setting possible to meet individual needs, according to Bulletin 1851, Louisiana School Administrators Handbook: Language Minority Student with Limited English Proficiency.

1. LEP students shall be provided services in a Content Based Instructional program which addresses their need for becoming fluent and literate in English.

2. LEP students shall be provided instructional programs which foster their success in English, Math, Social Studies, Language Arts and Science.

3. Placement, grading, promotion or retention shall comply with established criteria listed in the Zachary Community Pupil Progression Plan, however no LEP Student will be retained solely on the basis of limited English Proficiency.

4. The instructional program for the limited English proficient secondary student will be one in which the LEP student will not be placed in highly language-dependent courses (i.e., American History) until he develops a level of competency to succeed in the courses. LEP students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits where appropriate.

Alternate Grading Policy for English Learner (EL) Students

In accordance with Louisiana Department of Education guidance and in support of equitable instructional practices, the Zachary Community School District (ZCSD) provides an **alternate grading option** for certain English Learner (EL) students who are in the early stages of English language development in grades 1-8.

Eligibility Criteria:

EL students are eligible for alternate grading if their most recent results on the **English Language Proficiency Test (ELPT)** indicate one of the following proficiency levels:

1. **Emerging**
2. **Progressing – P1**
3. **Progressing – P2**

Eligibility is based on ELPT results and input from the EL teacher and core content area teachers.

** Note that EL students who may be taking high school credit courses prior to the 9th grade must be assessed using the 10 point standard grading scale to be eligible to earn Carnegie Units toward a High School Diploma.

Alternate Grading Scale:

Students who meet the eligibility criteria may receive grades using the following scale in lieu of the traditional 10-point grading scale:

1. **S** – Satisfactory
2. **N** – Needs Improvement

This scale is designed to reflect academic effort and progress while the student is acquiring English language proficiency, without penalizing the student for language barriers.

Return to Standard Grading:

Once a student reaches a proficiency level of **Progressing – P3** or **Proficient** on the ELPT, they will transition to the **district's standard 10-point grading scale** used for all students. The transition will take place at the beginning of the next grading period following the updated ELPT designation.

Implementation and Documentation:

1. The decision to implement alternate grading shall be made collaboratively by the EL teacher, general education teacher(s), and school administrator.
2. Use of the alternate grading scale must be clearly documented in the student's cumulative file, and parents/guardians must be notified in writing.

XI. Louisiana GATOR

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

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
    - The student must be a resident of Louisiana and meet at least one of the following:
        - The student participated in the Louisiana Scholarship Program for the previous school year.
        - The student is entering kindergarten.
        - The student was enrolled in a public school for the previous school year.
        - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
    - enrolls full-time in a public school;
    - ceases to be a resident of Louisiana;
    - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
    - graduates or withdraws from high school;
    - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XII. Alternative Education Placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to *Bulletin 741* -

Louisiana Handbook for School Administrators, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

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

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in ZCSB, for the provision of educational services according to an Individualized Education Program (IEP).

Hospital/Homebound is also a program for the provision of temporary services for students who, because of medical reasons, cannot attend school. Parents seeking homebound services for a student must request an application from the student's school. The Director of Student Support Services must approve these services. (See District Policy for the Guidelines for Provision of Homebound Services.)

Distance Learning

Zachary Community School District students are expected to meet attendance and school course requirements set forth by the Louisiana Department of Education. Students needing and/or seeking alternatives to traditional face-to-face instruction must have prior approval from the School Superintendent or designee and are required to follow all policies set forth by the Zachary Community School Board. Approved non-traditional course alternatives (ex. Homebound and expelled students) will be provided through a course platform that enable a given student the ability to complete their required coursework from a remote site.

Students who receive alternate education are provided these services through a distance learning program which utilizes Louisiana standards.

Expulsion

ZCSD provides an alternative placement for its students who receive an out of school expulsion through disciplinary action. The intent of the program is to continue offering these students the opportunity to remain in school with the goal of drop-out prevention. This program is designed to enable these students to keep pace with peers who remain in the traditional setting upon completion of the program.

Adult Education

The student is counseled, and all educational opportunities are explored with the student. If it is determined that adult education is the most beneficial placement for the student, then the student is assisted in enrolling in an adult educational program. If the student is 16 years old, the parents are included in the counseling process and extenuating circumstances are verified before allowing the student to pursue an adult education program.

XIII. Due process related to student placement and promotion

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

Each campus will establish a committee of knowledgeable persons, called an SBLC. Promotion and placement decisions will be rendered, and the monitoring of the district Pupil Progression Plan will be conducted by the local Building Level Committee and the Central Office Review Committee. The composition and function of these committees are given below:

Promotion in Jeopardy Committee

For the purpose of review of student performance and recommendation to SBLC for student retention.

1. **Composition**

    1. Classroom teacher(s) directly involved with instruction of student
    2. School Administration
    3. Teacher of any special program in which the student is involved
    4. School Counselor

2. **Function**

    1. To review the data from all available sources on each individual student who has been identified as having their promotion in jeopardy.
    2. To make recommendations to SBLC for consideration of retention of a student.

School Building Level Committee

For the purpose of review of promotion criteria, the principal will coordinate the decision-making process of the SBLC.

3. Composition

    1. Classroom teacher directly involved with instruction of student
    2. School Administrator
    3. Counselor or classroom teacher not directly involved with instruction of student
    4. Teacher of any special program in which student is involved
    5. Parent of student
    6. Student (when appropriate)

7. Central Office Staff when indicated

4. Function

1. To review the data from all available sources on each individual student relative to a promotion or retention, recommendation, appeal, waiver, or extenuating circumstance.
2. To make recommendations for remediation and/or placement.
3. To serve as a review committee to investigate complaints initiated by parents or guardians at the local level (A parent or guardian may initiate an individual review of student placement and/or promotion by notifying in writing the school building level principal.)

Placement Review Procedures
Review of Placement

1. **Request for Placement Review**
   A parent or guarding may request a review of a student's grade level or program placement for the upcoming school year, following the end-of-year School Building Level Committee (SBLC) meeting.
2. **Submission of Requests**
   Placement review requests must be **submitted in writing** by the parent or guardian and addressed to the **school principal**.
3. **Deadline for Request**
   All such requests by students within ZCSD must be received **no later than the 10th business day prior to the first instructional day of the new school year**.
4. Students new to ZCSD who enroll after this deadline and who wish to request a review of the placement made by their previous district may submit a request in writing to the principal, but it must be made **no later than the fifth instructional day of the new school year.**
5. **Finality of the Deadline**
   No placement review requests or considerations shall be accepted or acted upon after the close of this window.

CENTRAL Office Review Committee

For the purpose of review of any decision rendered by the SBLC when an appeal has been made.

1. Composition

1. Superintendent or Designee and/or

2. Director of Human Resources and/o
3. Director of Federal Programs and/or
4. Supervisor of Accountability and Testing and/or
5. Supervisor of School and/or
6. Supervisor of Home and School Relations and/or
7. Director of Student Support Services, especially when a student in a special program is involved

2. Function

1. To monitor periodically the parish's policies on pupil progression and placement decisions for uniformity through on-sight visitation and examination of data relative to the plan.
2. To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee.
3. To render final decision relative to protest concerning the Pupil Progression Plan.
4. To ensure the district plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.
5. Serve as The Academic Placement Committee to review student placements in Alternative Academic Program.

The principal will be responsible for notifying the parent(s) or guardian of the SBLC decision within three (3) days.

PROCESS FOR APPEAL

1. Regular Education Students

A written request for review of pupil placement decision must be submitted by the parent, guardian, or appropriate person to the school principal within five (5) days (exclusive of weekends and holidays) of official notification of retention or failure of a course. If official notification is given through the postal service, two (2) additional days will be given to ensure delivery.

The School Building Level Committee will act on the appeal within five (5) school days after receipt of the written request. The parents will be notified of the time of the hearing and may be present.

The principal will be responsible for notifying the parent(s) or guardian of the SBLC decision within three (3) days.

Any appeal beyond the School Building Level Committee must be submitted in writing within seven (7) days to the District Superintendent or designee for review by the Central Office Review Committee.

Records on hearing(s) held by the School Building Level Committee must be forwarded to the Central Office only where there is an appeal.

The Central Office Review Committee will act on the appeal within ten (10) days after receipt of the written request. A final decision will be rendered at this hearing. The parents will be notified of the time of the hearing and may be present.

The District Superintendent or designee will notify the parent(s) of the decision within three (3) days.

The decision of the Review Committee shall be final.

1. Students with Disabilities

   In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, and Special Education Policy and Procedure Handbook.

2. Section 504 students

   See ZCSD's Grievance procedures for 504 students.

XIV. Additional LEA policies related to student placement and promotion

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

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

Acceleration

The Zachary Community School System is committed to provide appropriate means for students of high academic ability to develop their potential. The provisions are as follows:

The classroom teacher provides enrichment and acceleration for these students in regular classrooms.

Accelerated promotion may be considered for eligible students at the elementary and middle school levels. Students must meet the district's specified criteria in order to be considered for selection for exposure to accelerated curriculum.

Accelerated Promotion (Grade Skipping)

Elementary and middle school students of high ability are normally provided enrichment with other students of their own chronological age. In instances where a student seems out of place with his/her own age group and shows evidence of ability to fit in better intellectually, emotionally, and socially with a more mature group, an appeal should be made by a teacher, parent, school counselor, or principal to the School Building Level Committee (SBLC) for an initial recommendation as to whether it would be an advantage for the student to be promoted to a class at a higher-grade level than the student's normal placement.

The Accelerated Promotion Committee (SBLC), which will consider possible accelerated promotion, shall be composed of five members: the classroom teacher, principal, counselor, a designee of the central office, and the parent. (Both parents are encouraged to attend the conference, but together they are considered as one member of the committee.) The recommendations for acceleration must be supported by a minimum of four members of the committee and should be based on careful review of all the data including social maturity and probable success of student adjustment.

Using current school year data which includes standardized test scores, grades and attendance, the student must show documented mastery of skills and concepts at the advanced level in math, reading, and other facets of language arts and exemplary work habits.

The following will be considered:

1. Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.

2. No student will be considered for accelerated promotion more than two (2) times total during the period of grades 1-8.

Review of placement for any proposed acceleration for the next school year must be initiated prior to the last grading period of the current school year.

In addition, when grade "skipping" is considered and it involves a move from one school to another, both principals or their designee must be involved.

Proficiency Examinations

High school credit shall be granted to a student following the student's passing of a proficiency examination for the eligible course. A proficiency examination shall be made available to a student when a school official believes that a student has mastered eligible subject matter and has reached the same or a higher-degree of proficiency as that of a student who successfully completed an equivalent course at the regular high school or college level.

Proficiency examinations for new credit can be taken only once, and a student must attain a grade of 75% or better to pass. The student has a choice of earning P or F unless a grade has already been earned in one semester of the course, then a letter grade will be given or vice versa.

The course title, year taken, P/F (Pass or Fail) or letter grade and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts). P or F earned for proficiency credits will not be used in computing G.P.A.

Gifted Services

Gifted services are provided for eligible students (according to guidelines in State Bulletin 1508) who are enrolled full-time in ZCSD public schools. The level of services provided range from enrichment to self-contained.

GRADING POLICY

Zachary Community Schools will use the State's uniform grading scale for all students in grades 1-12 including Honors, Gifted, AP & Credit Recovery classes.

PRE-K - KINDERGARTEN

The Progress Report for grades Pre-K - Kindergarten will reflect student performance in that grade. At the end of the school year, kindergarten students are expected to reach proficiency (P) for at least 14/20 of the grade level skills in both ELA and math, graded as follows:

GRADE	EQUIVALENT PERCENTAGE
P (Proficient)	80-100
D (Developing)	70-79
N (Needs Improvement)	0-69

Grades 1-12

GRADING SCALE FOR REGULAR COURSES	GRADE PERCENTAGE
A	100-90
B	89-80
C	79-70
D	69-60
F	59-00

For grades 1-6, numerical grades shall be recorded in the JCampus grade book and will be averaged for the nine weeks' grade. The nine-weeks' percentage and corresponding letter grade shall be recorded on the report card. All grades shall reflect only assignments and assessments given and completed in that current nine-week period.

For self-contained Special Education students in grades 1-2, a checklist of the skills in language arts and mathematics will be maintained by the teacher for each child. M (Mastery), G (Growing), or N (Needs Improvement) will be determined by the following percentages of assessment data:

GRADE	EQUIVALENT PERCENTAGE
M (Mastery)	80-100%
G (Growing)	70-79%
N (Needs Improvement)	0-69%

For grades 7-8, the student's nine-weeks grade will be determined by total points earned out of the points possible, which will then be expressed as a percent and be converted to the letter grade using the district grading scale.
Points start over each nine weeks. Percent and letter grade for each nine-weeks is determined by dividing the number of points earned by the student by the total number of points possible and multiplying by 100. Semester grade is determined by averaging the percent from the first nine weeks with the percent from the second nine weeks. Determination of the final grade is made from a combination of various factors, which include the grades from both semesters.

Grades 9-12

For grades 9-12, a letter grade will be recorded on a six-weeks progress report based on the points earned in each class. The cumulative grade will consist of the total numerical value for the semester and will be recorded on the report card along with the corresponding letter grade. Grades are weighted based on categories established by each content/subject area.

The honors and gifted courses for high school will be selected only from the areas of English, Mathematics, Social Studies, Science, and Foreign Languages. Honors courses will be designated by placing "H" after the course title. The Advanced Placement courses for high school will utilize

Advanced Placement curriculum guides provided by the College Board. Advanced Placement courses will be designated by placing "AP" after course title.
Zachary Community School District allows weighted grades in honors, gifted, dual enrollment, calculus III and AP courses which will follow TOP's weighted grade. Students cannot retake course work and receive a weighted grade for that course.

The grade value scale is listed below:

REGULAR	HONORS, GIFTED, AP & CALCULUS III & **DUAL ENROLLMENT
A = 4.0	A = 5.0
B = 3.0	B = 4.0
C = 2.0	C = 3.0
D = 1.0	D = 1.0
F = 0.0	F = 0.0

**Any student who takes a Dual Enrollment course for which an EOC is required must take that EOC, which will comprise 15% of the final ZCSD grade.

****THE GRADE EARNED ON THE COLLEGIAL TRANSCRIPT WILL BE THE GRADE PLACED ON THE HIGH SCHOOL TRANSCRIPT.**

Marks that appear on the report card and progress report are:

A = Outstanding Achievement
B = Good Achievement
C = Satisfactory Achievement
D = Minimum Acceptable Achievement
I = Incomplete – failure to complete work. If work is not completed for Credit, "I" is treated as "F" in calculating GPA.
F = Failure
S = Satisfactory
P = Pass 60 % & above
U = Unsatisfactory

NOTE: "I" - If a student receives an "I" for a final grade for the semester, the work must be made up within three weeks at the end of the semester, and the responsibility for all make-up work rests with the student in cooperation with the teacher.

Students may make up credit during the school year and the summer for failed courses. Students must receive 60% in a given course to pass.

High school students may repeat a course for self-improvement to establish eligibility to

participate in programs requiring specific standards. The first recorded grade will remain on the transcript, but with the notation added to indicate that course was repeated along with the resulting grade.

Grade point averages will be computed utilizing all course grades including those that have been repeated. For Louisiana, High School Athletic Association (LHSAA) purposes, a "C" average will be defined as a student having a G.P.A. between 1.5 and 2.4.

Grade corrections for any high school Carnegie unit must be made no later than three weeks following the end of the previous semester and must have the approval of the building principal. Any deviation from this policy must be approved by the Superintendent.

Approved post-secondary courses may be taken while enrolled in high school (Dual Enrollment). Zachary Community School District's High Schools have a complete list of available courses. The counselor or appropriate supervisor must verify that the college course is on a higher level than the last course taken by the student in that subject.

Class Rank for Determining Graduation Honors and Scholarships-Senior class rank shall be based on grade point averages earned beginning with courses enrolled in at the beginning of 9th grade, and including all subjects taken in grades 9-12.

Honor Graduate

All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude.

All seniors with a cumulative grade point average of 3.5 and above will be designated as honor graduate.

Valedictorian and Salutatorian

Zachary High School usually recognizes a valedictorian and salutatorian each year. The selection will be based on that student who has earned the highest-grade point average.

Co-valedictorians will be recognized if these students have earned the same grade point average during their high school tenure. In the event that a co-valedictorian is recognized, it will be left to the discretion of the principal whether there will be a salutatorian. To be considered for valedictorian and salutatorian, the student must be enrolled in Zachary High School for the final three semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Honor Roll

The following are guidelines for Honor Roll:

A minimum of 3.0 G.P.A. is required for the 3.0 Honor Roll.
A minimum of 3.5 G.P.A. is required for the 3.5 Honor Roll.
A minimum of 4.0 G.P.A. is required for the 4.0 or above Honor Roll.

To be included on the Honor Roll, a student must not earn a "D" or "F" in any subject. (Conduct is not a subject.)

There shall be no rounding of grades to compute the Honor Roll.

Example 1: A student with a 2.9 G.P.A. would not be placed on the Honor Roll.
Example 2: A student with a 3.4 G.P.A. would be placed on the 3.0 Honor Roll.
Example 3: A student with a 3.9 G.P.A. would be placed on the 3.5 Honor Roll.

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits:

Grading Policy for End-of-Course (LEAP 2025) Tests:

1. Students enrolled in a course for which there is an EOC test must take the EOC test.

1. The LEAP2025 test score shall count as a percentage of the student's final grade for the course.

2. The grades assigned for the test achievement levels shall be in accordance with the chart on the following link:

https://louisianabelieves.com/docs/default-source/assessment/high-school-leap-2025-grade-conversion-table.pdf?sfvrsn=bfb6911f_4

3. Students taking the Algebra I, Geometry, English I, English II, English III., Biology, U.S. History and Civics/Government EOC (LEAP 2025) tests will be required to follow the EOC grading policy below:

The district will apply a mandatory 15 percent weighting of the EOC (LEAP 2025) test to the student's final semester grade. For students with disabilities, the district shall apply a mandatory 5% weighting of the EOC test to the student's final semester grade. The EOC test grade shall be utilized in lieu of or in addition to a teacher-developed semester examination.

Note: A student who fails a course but passes the EOC test for the course, must retake the portion of the course that was failed. At the completion of the course, that student will take the EOC test again and the score from the retest will count in the student's final grade. If the student does not score Fair or above, the student would retain the higher achievement level as defined by the Double Jeopardy rule, Bulletin 118.

High School Assessments

In 2026-2027, the LDOE will administer the following assessments.

LEAP 2025 High School Assessments:

1. **English I**
2. **English II**
3. **Algebra I**
4. **Geometry**
5. **US History**
6. **Biology**
7. **Civics**

International Exchange Program Students
Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

1. **Agency Requirements**

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

   b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Director of Accountability

   c. The sponsoring agency must have a local representative who resides within 20 miles of the Zachary Community School District, and who is available to meet with school personnel, the student, and the host family.

2. **Student Requirements**

a. The exchange student must reside with a legal resident of Zachary Community School District.

b. The student must possess a J-1 visa.

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

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

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

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

g. An official transcript from the student's home school must be sent to and received by Zachary High School by August 1 of the student's attendance year in order to determine placement.

h. Students will be placed in grades according to Carnegie unit totals as indicated in ZCSS Parish Pupil Progression Plan.

i. No student will be classified as a 12th grader for the purpose of receiving a diploma unless all Carnegie unit requirements (minimum of 4500 minutes of instruction per .5 Carnegie units) for Louisiana high school graduation can be met by the spring graduation date.

j. Students must meet all state and local requirement for graduation.

k. All exchange students must schedule English III (which includes the study of American Literature), American History, Math, and Science.

l. By August 1 of the attending year, the student must present the following documents to Zachary High School with a request to attend Zachary Community Schools:

m. J-1 visa

n. Health and immunization records

o. Evidence of health and accident insurance for duration of stay

p. The name, address, and phone numbers of the student's own parents/ guardians, the host family, and the local exchange program representative.

q. Two-character references from the home school

r. A notarized temporary custody agreement between the exchange student's parents/guardian and the host family

s. Official transcript from student

3. **Suspension, Revocation, or Dismissal**

Exchange organizations, host families, and/or exchange students found in non-¬ compliance with the above policy of the Zachary Community School Board are subject to having their relationship with the district terminated. Exchange students are subject to the same discipline policies to which regular students must adhere.

XV. LEA assurances and submission information

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

Zachary Community School District

2026-2027 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 10.20.26

Ben Necaise, Superintendent

Andrew Gaines, Board President