

2023-2024
Pupil Progression Plan
for
Zachary Community School District

Background and Purpose

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

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

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan 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 the Louisiana Department of Education, and published locally, teachers shall determine 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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

Any child admitted to kindergarten pursuant 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 for 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.

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 for students in kindergarten and grades 1, 2, 5, 6, and 7

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

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 the emotional and social implications of retention, and determine the necessary support and instruction that will enable the child to improve.

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.

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 67% in reading and 67% in math and 67% 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 grades 3-4 a student must have an annual average of 67% 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 67% 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.

To be promoted in grades 7 a student must have an annual average of 67% 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.

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.

III. Promotion of students in grade 3

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 may be retained or promoted, but in either case, shall be provided with an individual literacy 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 academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, 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.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group

interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

Beginning in the 2024-2025 school year, if a student is determined to have a reading deficiency that is not remedied by the end of the third grade as demonstrated by the student scoring at the lowest achievement level in reading on the literacy screener administered, the student shall be given two additional opportunities to score a higher achievement level prior to the beginning of the school year. If the student does not score above the lowest achievement level in reading, promotion to the fourth grade is prohibited by law. However, prior to retention in the third grade, the student shall be screened for dyslexia and if determined to have dyslexia may be promoted. Third grade students retained pursuant to this legislation shall be provided intensive instructional services.

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

LEAP will be a principal criterion for promotion for 3rd grade. However, a student shall not be retained in the 3rd if they were retained in K-2nd grade.

The decision to retain a student in the 3rd grade as a result of his/her failure to meet the LEAP promotional standards shall be made by the Zachary Community School District SBLC after reviewing the following information pertinent to each student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement 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, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- 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 grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students required individual academic plans.

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

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

LEAP will be a principle criterion for promotion for 4th grade. However, a student shall not be retained in the 4th grade more than once as a result of LEAP.

The decision to retain a student in the 4th grade as a result of his/her failure to meet the LEAP promotional standards shall be made by the Zachary Community School District SBLC after reviewing the following information pertinent to each student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

For those students recommended to go to 5th grade, SBLC meeting will be held. SBLCs will consist of parent/guardian, a member of administration, 5th grade teachers of each core academic area not meeting standard, and specialized support personnel, as needed. The SBLC will formulate the IAIP to be followed that year. This plan will be completed within 2 weeks of the beginning of the school year. All participants shall sign the documented plan. The SBLC will meet to review progress at least once again before the administration of the next LEAP assessment.

Grade 5-7 Requirements:

Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan.

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

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

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.

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.

XI. 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.

Each campus will establish a committee of knowledgeable persons, called an SBLC. Promotion and placement decisions will be rendered and the monitoring of the parish 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.

o Composition

- Classroom teacher(s) directly involved with instruction of student
- School Administration
- Teacher of any special program in which the student is involved
- School Counselor

o Function

- To review the data from all available sources on each individual student who has been identified as having their promotion in jeopardy.
- 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.

○ Composition

- Classroom teacher directly involved with instruction of student
- School Administrator
- Counselor or classroom teacher not directly involved with instruction of student
- Teacher of any special program in which student is involved
- Parent of student
- Student (when appropriate)
- Central Office Staff when indicated

○ Function

- To review the data from all available sources on each individual student relative to a promotion or retention, recommendation, appeal, waiver, or extenuating circumstance.
- To make recommendations for remediation and/or placement.
- 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.)

CENTRAL Office review committee

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

Composition

- Superintendent or Designee and/or
- Director of Human Resources and/or
- Director of Federal Programs and/or
- Supervisor of Accountability and Testing and/or
- Supervisor of Curriculum and/or
- Supervisor of Home and School Relations and/or
- Director of Student Support Services, especially when a student in a special program is involved

Function

- 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.
- To serve as a review committee to investigate appeals of decisions rendered by Local Building Level Committee.
- To render final decision relative to protest concerning the Pupil Progression Plan.
- To ensure the district plan will follow state guidelines and regulations for those students who met the criteria previously established as an alternative placement.
- 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

- 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.

- o 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.

- o Section 504 students

See ZCSD's Grievance procedures for 504 students.

XII. 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.

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:

- o Written informed consent must be obtained from parents or legal guardians for the proposed advanced placement.
- o 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 system 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 at least 67% mastery of the grade level skills.

GRADING SCALE FOR REGULAR COURSES	GRADE PERCENTAGE
A	100-93
B	92-85
C	84-75
D	74-67
F	66-00

Grades 1-8

For grades 1-5, numerical grades shall be recorded in the grade book and averaged for the nine weeks' grade. The nine weeks' percentage and corresponding letter grade shall be recorded on the report card.

For grades 6-8, 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.

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 students 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 67% & 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 67% 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 who compile a grade point average of 3.5 and above and have also taken 10 honors classes 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 (EOC) Tests:

1. Students enrolled in a course for which there is an EOC test must take the EOC test.
 - a. The EOC test score shall count as a percentage of the student's final grade for the course.
 - b. The grades assigned for the EOC test achievement levels shall be as follows

EOC Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

- c. Students taking the Algebra I, Geometry, English I, English II, English III., Biology and U. S. History End of Course (EOC) Tests will be required to follow the EOC grading policy below:

The district will apply a mandatory 15 percent weighting of the EOC test to the student's final semester grade. For student's 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 2023-2024, the LDOE will administer the following assessments.

Assessment Type	Subject	Number of Achievement Levels Reported
End of Course Assessments	EOC English III	4 Achievement Levels
	EOC Biology	4 Achievement Levels <i>(4-level Biology EOC is only available to students who are graduating in 2019 or are retesting and are not</i>
LEAP 2025 High School Assessments	English I	5 Achievement Levels <i>LEAP 2025 Biology must be taken by students who are not graduating in 2019 and 1) are taking the course for the first time or 2) are enrolled in the course and have not passed the assessments in a</i>
	English II	
	Algebra I	
	Geometry	
	US History	
	Biology	

For further information on high school assessments see the link below:

<https://www.louisianabelieves.com/locations/default-source/assessment/high-school-assessment-frequently-asked-questions.pdf?sfvrsn=24>

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.

- f. 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.

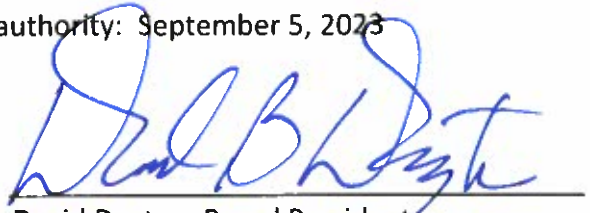
LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that Zachary Community School District 2023-2024 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: September 5, 2023



Ben Necaise, Superintendent



David Dayton, Board President