

# **2018-2019 Pupil Progression Plan**

**Local Education Agency:**

**Jackson Parish School System**

## 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 October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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 prepopulated. 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](mailto:PPP@La.Gov)

# Table of Contents

- I. Placement of students in kindergarten and grade 1 .....4
- II. Placement of transfer students .....5
- III. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7....5-7
- IV: Promotion and support of students in grade 4 .....7-8
- V: Promotion and support of students in grade 8 and high school considerations.....9-12
- VI: Support for students ..... 13-14
- VII: Promotion and placement of certain student populations ..... 14-15
- VIII: Alternative education placements .....16
- IX: Due process related to student placement and promotion ..... 17-18
- X: Additional LEA policies related to student placement and promotion ..... 18-22
- XI: LEA assurances and submission information .....23

## I. Placement of students in kindergarten and grade 1

### Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

### Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, 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.***

Developing Skills Checklist (DSC)-Will be administered and use to group students for instruction.

DIBELS Assessments-Results are used to determine which children are at risk for experiencing reading difficulties so they can receive timely and effective support.

## II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

WRAT or WIAT or K-TEA will be used to assess and place transfer students.

Transcripts, placement test, and grade level benchmark testing will be used.

## III. Promotion for students in kindergarten and grades 1, 2, 3, 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.

***In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.***

Listed below are detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4<sup>th</sup> and 8<sup>th</sup> grade students exceed the state requirements of passing LEAP, any additional requirements are listed.

### Grade-to-Grade Promotion:

Subject areas for Grades K-3 are Reading, Math, English, Spelling, Science, and Social Studies.

#### Kindergarten:

- Students who enroll in kindergarten are subject to the regular established policies for attendance.
- To enroll in first grade a child is to meet one the following criteria:
  - Attended at least a full day of public or private kindergarten for a full year or pass the exit check list of achievement at the time of enrollment.
- Students shall master 67% of Reading and Math skills, as indicated by year end exit check list of achievement. (changed 08/04/2016)

#### Grade 1:

(Students must successfully achieve standards from Kindergarten)

For a student in grade one to be promoted to grade two, the following must be accomplished:

- Must score at benchmark level in reading and math as reflected in grades.
- Achieve, as reflected in teacher grades, a 67% success level in teacher made assessments of reading and mathematics that include content standards using LEAP format.
- Students shall successfully master, as indicated by teacher evaluation on the report card, test, and content standards to include the prescribed requirements of the first grade curriculum before being promoted to grade two. The acceptable mastery level of achievement on the report card and the skills test shall be 67%

#### Grade 2:

(Students must successfully achieve standards from grade 1)

For a student in grade two to be promoted to grade three, the following must be accomplished:

- Must score at benchmark level in reading and math.
- Achieve, as reflected in teacher grades, a 67% success level in teacher-made assessment of reading and mathematics which include content standards using LEAP format.
- Students shall be instructed in cursive writing **beginning at midterm**. By the end of second grade students should be able to identify/write upper and lower case letters and connect all letters of the alphabet unless specified modifications/accommodations are stated in the IEP.
- Students shall successfully master, as indicated by teacher evaluation on the report card, tests, and content standards to include the prescribed requirements of the second grade curriculum before being promoted to grade three. The acceptable mastery level of achievement on the report card and shall be 67%.

### Grade 3:

Same as Grade 2 except for:

- Students shall be required to use cursive writing at the beginning of the school year.
- Cursive handwriting to continue throughout each grade level.

### Grades 4 & 8:

For regular promotion from grade four to five and from grade 8 to grade nine, the following must be accomplished:

- Louisiana Criteria Referenced Tests will be administered in Language Arts, Math, Science, and Social Studies will be assessed in each area. Students shall achieve the Basic level in at least two of the areas in the grade.
- Achieve a 67% success as reflected by teacher grades in four or more of the major subject areas. Students must pass both reading and mathematics benchmarks to be considered for regular promotion according to State Standards and/or as recommended by School Building Level Committee.
- Students scoring *Unsatisfactory* or *Approaching Basic* in two of the four subjects: Language Arts, Math, Science, and Social Studies in grades 4 and 8 on

LEAP 2025 must receive remediation in a Summer Session, at no cost to the student, if funds are available and/or during school time after LEAP testing. An Individual Academic Improvement Plan (IAIP) must be developed for each of the 4<sup>th</sup> grade students. As for grade 8 any of the students not promoted must also have an IAIP and will receive remediation in the areas below Basic.

LEA has requested a waiver from full implementation of the elementary foreign language program.

## IV. Promotion of students in grade 4

- Each LEA shall identify third and 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 third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such 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.***

For regular promotion from grade four to five, the following must be accomplished:

Louisiana Criteria Referenced Tests will be administered in Language Arts, Math, Science, and Social Studies. Students will be assessed in each area. Students must achieve Basic in two of the levels.

Achieve a 67% success as reflected by teacher grades in four or more of the major subject areas. Students must pass both reading and mathematics benchmarks to be considered for regular promotion according to State Standards and/or as recommended by School Building Level Committee.

Students scoring *Unsatisfactory* or *Approaching Basic* in two of the four subjects: Language Arts, Math, Science, and Social Studies in 4<sup>th</sup> grade on LEAP 2025 must receive remediation in a Summer Session, at no cost to the student, if funds are available and/or during school time after LEAP testing. An Individual Academic Improvement Plan (IAIP) must be developed for each of the 4<sup>th</sup> grade students.

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

### a. Promotion of students in grade 8

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

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring, following the completion of summer remediation, 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 after the completion of summer remediation, 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**

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
  - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
  - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

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

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic 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.***

Remediation for transitional 9<sup>th</sup> grade students will be addressed after Spring 2018 testing and before October 15, 2018, through additional in school support. During the school year, students will receive remediation during their RTI time. Students will take 9<sup>th</sup> grade level core courses in which they scored Basic on the LEAP test.

The School Building Level Committee (SBLC) will determine promotion of any students scoring below Basic in 2 of the 4 core subjects.

**b. High school promotion and transition considerations**

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

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

**Financial Aid Planning:** Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

**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.

***In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.***

Grades 9-12 Teacher grades as well as other factors affecting promotion shall be the basis for determining the question of the successful completion (gaining credit) in a particular course.

The grade level placement of each student shall be determined by the number of Carnegie units successfully completed at the end of each school year. Teachers, counselors, and principals shall communicate with students and their parent or guardian, especially if the student's work is unsatisfactory.

Report cards, letters, conferences, counseling, etc., are to be examples of communication which should take place in keeping the students and their parents or guardians informed of progress or a lack of progress.

Each local school shall establish and maintain a Student Placement Review Committee to hear complaints and render decisions in those cases of student placement which have been appealed or which may otherwise be controversial at a local school. This committee shall be composed of the teacher, the principal, and other resource personnel as deemed necessary by the principal.

To ensure that policies regarding pupil placement are implemented judiciously and efficiently, the Student Placement Review Committee established at each school will periodically review and monitor placement decisions made concerning students at the particular school. This placement review process is a continuous one as can be attested by various pupil records that are maintained.

The review can be initiated by the local board, the superintendent, principal, or other appropriate school personnel, or a parent or guardian by following proper lines of communication. The review of placement involves both regular placement and alternative programs. All request for review placement must be submitted to the Superintendent in writing.

To assure due process, provisions exist for students and parents or guardians to appeal student placement questions. These appeals must follow the procedures as found in Section II, of this plan – Policies on Due Process.

The School Building Level Committee (SBLC) will determine promotion of any students scoring below Basic in 2 of the 4 core subjects.

## VI. Support for students

### School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
  - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
  - The student completes summer remediation.
  - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
  - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE 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.

Student with disabilities attending summer remediation will receive special supports as needed.

### Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

## VII. Promotion and placement of certain student populations

### Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports 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).

### 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. 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.

***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.***

Students with disabilities, English learners, or other student populations

Students with disabilities who participate in LEAP Alternate Assessment, LEAP Connect (LAA 1), are not eligible to attend the state mandate summer remediation programs.

Teacher grades as well as other factors affecting promotion shall be the basis for determining the question of the successful completion (gaining credit) in a particular course.

The grade level placement of each student shall be determined by the number of Carnegie units successfully completed at the end of each school year. Teachers, counselors, and principals shall communicate with students and their parent or guardian, especially if the student's work is unsatisfactory.

Report cards, letters, conferences, counseling, etc., are to be examples of communication which should take place in keeping the students and their parents or guardians informed of progress or a lack of progress.

Each local school shall establish and maintain a Student Placement Review Committee to hear complaints and render decisions in those cases of student placement which have been appealed or which may otherwise be controversial at a local school. This committee shall be composed of the teacher, the principal, and other resource personnel as deemed necessary by the principal.

To ensure that policies regarding pupil placement are implemented judiciously and efficiently, the Student Placement Review Committee established at each school will periodically review and monitor placement decisions made concerning students at the particular school. This placement review process is a continuous one as can be attested by various pupil records that are maintained.

The review can be initiated by the local board, the superintendent, principal, or other appropriate school personnel, or a parent or guardian by following proper lines of communication. The review of placement involves both regular placement and alternative programs. All request for review placement must be submitted to the Superintendent in writing.

The established procedures to identify language minority students are:

1. Each school will provide a Home Language Survey as part of the parent registration process;
2. If a language other than English is listed, the school will administer an English Language Proficiency Screener to determine English Proficiency.
3. If the student is not proficient in English, the parent will receive a notification letter from the school.

To assure due process, provisions exist for students and parents or guardians to appeal student placement questions. These appeals must follow the procedures as found in Section II, of this plan – Policies on Due Process.

The School Building Level Committee (SBLC) will determine promotion of any students scoring below Basic in 2 of the 4 core subjects.

## VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

***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.***

The written policies for all alternatives to regular placements are enacted through the efforts of a committee that is made up of the superintendent, alternative program supervisor, alternative program principal and teachers.

The descriptions of the approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria are as follows:

The alternative program is housed in a large classroom on the campus of Jonesboro Hodge High School located at 225 Pershing Highway, Jonesboro, Louisiana. The classroom has its own restrooms and is directly adjacent to the cafeteria. The students go directly to the alternative program classroom when they reach the campus. They remain in the alternative program classroom throughout the day.

The alternative program employs a variety of educational support services for students during the time they are assigned to the alternative program. All students continue to receive instruction using the assigned curriculum. Students will continue progress in the general education curriculum. All students continue progress earning Carnegie units, if applicable.

Instruction is delivered in a variety of formats – direct, computer-assisted, tutorial, group and individual. Students with disabilities will be provided specific individualized instruction by a certified special education teacher. Students will receive counseling from a licensed school social worker to address academic and/or behavior problems if applicable. A diagnostic profile Edgenuity will be given to determine student's strength and weaknesses in academic ability on their entrance into the program (for expulsion students or students who are assigned to the program for multiple short term suspensions). The following will be provided as determined by a student's Individualized Education Plan:

Speech, Occupational Therapy, Physical Therapy, and Adaptive Physical Education, Talented Art or Music service.

## IX. Due process related to student placement and promotion

***In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.***

The LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:

### Regular Education Students

Any teacher, student, or parent who is aggrieved by a student placement decision shall first discuss the problem with the principal of the school in an attempt to resolve the matter informally at the level. However, at the discretion of the school personnel, the parent or guardian may be required to participate with the aggrieved student. For students with disabilities, the due process procedures would be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

If, as a result of this decision, the matter is not resolved to the satisfaction of the individual making the complaint, the grievance shall be set forth in writing and submitted to the school's placement Review Committee within five (5) school days of the date of the disputed occurrence. The Student Placement Review Committee must issue a written decision to the aggrieved teacher, student, or parent within five (5) school days after receiving the written complaint.

A complainant who chooses to appeal the decision of the school's review committee must serve written notification to the Superintendent of Schools in Jackson Parish making application for a hearing before the Superintendent and/or designee conducted within five (5) school days after receipt of the written application. A written decision by the Superintendent or designee shall be sent to the aggrieved within five (5) school days after the hearing.

If, after following the above procedures and receiving no satisfaction, the plaintiff may, within five (5) school days of the Superintendent's response, request by written notification to the Superintendent a formal hearing before the Jackson Parish School Board. At this hearing, all parties concerned may appear, be represented by counsel, produce witnesses, and submit written evidence. The Board shall notify both the plaintiff and the defendant in writing of its decision with fifteen (15) school days after the completion of such a hearing.

All grievance procedures shall be conducted in accordance with the principals of due process.

Students with Disabilities

Confidentiality shall be maintained with all school records and reports needed in the grievance process. These records and reports do not constitute a public record and shall not be released or shown to any person except:

1. Authorized school officials directly involved in the decision of school placement.
2. The individual who brings about a grievance.
3. Persons involved in any hearing related to the grievance matter.

Section 504 Students

For introduction as evidence in court action.

- Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.
- Due process procures for disabled students must be consistent with those procedures described in the approved IDEA, Part B LEA Application.

X. Additional LEA policies related to student placement and promotion

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

Grading Policy

- A. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central office staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)
- B. Jackson Parish School Board will use the following uniform grading system for students enrolled in the all grades K-12 for which letter grades are used. LEAs may use other grading scales for honors, gifted, Advanced Placement, International Baccalaureate or other types of courses for which special grading policies exist. (Bulletin 741 §2302)

Standard/College Prep	Honors, Dual (Core), AP	Quality Points for AP & DE
A. 100-93=A	90-100=A	A=5
B. 92-85=B	80-89=B	B=4
C. 84-75=C	70-79=C	C=3
D. 74-67=D	60-69=D	D=2
E. 66-Below=F	0-59=F	F=0

Grading Scale 1-12 (continued)

4.0-3.50	A-4
3.49-2.5	B-3
2.49-1.50	C-2
1.49-0.67	D-1
Below-0.66	F-0

Students in Kindergarten use the following symbols:

- M-Mastered
- P-Progressing
- NP-Not Progressing

**Jackson Parish Honor Roll Policy**

The honor roll policy for all schools is as follows:

- The honor roll is based on a four (4) point scale using grade point averages.
- The honor roll will include students with grade point averages of 3.0 and above.
- Principal's List will include students with a GPA of 4.0.
- "A" Honor Roll will include students with a GPA of 3.5 to 3.99.
- Honor Roll students will have a GPA of 3.0 to 3.49.

I. Elementary School (Grades 1-5).

The following subjects will be considered in determining honor roll:  
Math, Language Arts, Social Studies, and Sciences.

II. Middle School (Grades 6-8).

The following subjects will be considered in determining honor roll:  
Math, Language Arts, Social Studies, Science, and Physical Education.

III. High School (Grades 9-12).

Subjects considered in determining honor roll include all courses pursued for Carnegie credit.

Notes:

1. No rounding off will be permitted.
2. Special Education students in the Specially Designed Regular Instructional Program are to be included in the honor roll policy.
3. A grade of "D" or "F" in any subject considered for honor roll will render a student ineligible.
4. Kindergarten will not be considered for honor roll.

F. 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. (Pending return of the EOC scores.)

- b. The percentage shall be between 15% and 30% inclusive, and shall be determined by the LEA.
  - 1. For students with disabilities identified under IDEA who meet the LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5% of the student's final grade for the course.
- c. 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

- d. The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

Every EOC test required for gradation will count as a final exam grade and will count as 15% of the final exam. All other finals will count as 15% of final grades.

Listed below are detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

Teacher Grading Policy                      The purpose of teacher grading is to report progress or a lack of progress to the student and to the parents. Therefore, it is important that grades reflect a true picture of each student's achievement at the grade level where placed. Also, since the grades are used in promotion and retention of students, it becomes essential that each teacher determine grades using a uniform basis.

Grading Symbols and Meanings:  
Grades K-12 (changed 02/03/2014)

- A - Excellent
- B - Good
- C - Average
- D - Poor
- F - Failing

In grades K-12, teachers will use the percentage value to determine the letter grade. In using letter grades, for example, care must be taken to ensure that a letter grade on a daily assignment does not carry the same weight as a letter grade on a chapter or unit test. Also, in using percentages, consideration must be given to those students where one very low grade may override all the passing grades that a student has made during a grading period. All points should be averaged to determine grade. In this case, teachers should consider using one or a variety of methods such as dropping the lowest grade, retesting, or providing an opportunity for extra credit in order to arrive at an accurate picture of the student's progress.

Criteria for arriving at Nine-Weeks Grades    These grades must be based on an evaluation of the

total progress of the students. There will be given a minimum of nine assessments for a nine-week period. Four of those grades must be recorded by each mid-nine week period. The following assessment areas must be taken into account and given reasonable credit for determining grades. These assessments must include a combination of **6 (six)** of the assessments below.

- Unit Tests These tests will be based on material that encompasses the statewide grade level standards where the student is placed.
- Cumulative Tests These tests may be given at teacher's discretion.
- Daily Class Work The effort required and the quality of this work should be included as part of the grade.
- Special Projects This work would include notebooks, books, research paper, reports, and projects.
- Homework Any homework assigned should be evaluated and credit must be given in given in grading plan.
- Portfolio Group Activities.
- Instructional Task  
Note: Grades K-3 Social Studies and Science should be integrated into Reading & Math lessons where applicable.

It may be necessary for vocational teachers, physical education teachers, and other special teachers to deviate from this procedure. Even so, there must be a concrete method for determining nine-week grades by all teachers. Every teacher should be able to justify any grade given to a student.

**NOTE:** Each teacher is required to keep representative sample of a student's work over a period of one year in order to justify the grades assigned.

**NOTE: Unit Tests will count no more than other test/assessments.**

Every End of Course test will count as a final. All finals will count as 15% of the final grade.

In an attempt to assure that students acquire the comprehensive subject content for a course, exceptions are made in the manner in which final grades are determined as enumerated in the following statements.

- A. In grades 1-8, a student must pass at least two of the four grading periods with a grade point average of 0.67.
- B. In grades 9-12, a student must achieve the two standards listed below to receive credit or a full unit course:
  1. Pass two of the four grading periods and must pass last grading periods or final exam with a 0.67 final grade point average for the course.
  2. SBLC Committee to review all .66 students for consideration of promotion.

Units of Credit All full unit course are to be pursued for an entire school year. In cases such as mid-term graduation, partial units of credit may be awarded. If it should become essential for a student to pursue a course for one-half unit, arrangements should be coordinated through the teachers, the counselor, and the principal. Students who fail a unit course must retake the entire course for a full year in order to receive credit.

Determining Grade Point Average for Students

Each high school principal shall use a uniform procedure in determining the grade-point average for students. This uniform procedure is to be used in determining the GPA in naming the valedictorian, the salutatorian, and the class ranking of graduating seniors. The procedure to be used is as follows:

Use the final grades for all courses on the transcript for which units of credit have been pursued.

- A. The GPA is to be rounded to the nearest thousandth.
- B. The Jackson Parish School Board policy on awarding quality points for designated subjects shall be followed.

The LEA's policy for awarding ½ unit of credit is as follows:

- Pass one of the two grading periods with an average of 0.67.
- Must pass last grading period or final exam with at least a 0.67 grade point average for the course.
- Must take final exam for all ½ unit courses.

List the LEA's grading scale for grades K-12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school. Include grading policy for credit recovery courses.

Standard/College Prep	Honors, Dual, AP	Quality Points for AP & DE
100-93=A	90-100=A	A=5
92-85=B	80-89=B	B=4
84-75=C	70-79=C	C=3
74-67=D	60-69=D	D=2
66-Below=F	0-59=F	F=0
Grading Scale 1-12 (continued)		
4.0-3.50	A-4	
3.49-2.5	B-3	
2.49-1.50	C-2	
1.49-0.67	D-1	
Below-0.66	F-0	

This grading scale will begin with 2016-2017 freshman class.

**A 5.0 grading scale will be in effect beginning with the graduating class of 2021. During the 2018-2019 school year, notification will be shared to all Freshmen and Sophomore students alerting them to the change in the grading scale, moving from a 4.0 to a 5.0 scale. (Revised 9-10-18)**

Note: *Credit Recovery Students are graded using the same grading scale.*

As an incentive for students to pursue a sound academic program ensuring adequate college preparation, an additional diploma will be awarded to graduating seniors in each of the high schools in Jackson Parish who complete the additional requirements which are described in this program. The diploma will be named the Jackson Parish Schools Diploma of Excellence. The diploma will bear the seal of the Jackson Parish School Board. Each high school will add the design of the Diploma of Excellence by using local school colors, emblem, letter, mascot, etc. Special recognition should be given at graduation exercise to those students who receive the Diploma of Excellence.

**Diploma of Excellence**

**2017-2018 Jr. & Sr. Classes:  
follow:**

Core 4 classes-TOPS  
24 Credits  
(Core) Dual Enrollment Class, AP, or CLEP  
3.0 GPA or better

**2016-2017 Freshman Class & classes to**

Core 4 classes-TOPS  
24 Credits  
(Core) Dual Enrollment Class, AP, or CLEP  
3.5 GPA or better  
ACT Score 23 or better

**(ACT Score of 23 or better will affect 2017-2018 Sophomore Classes & classes to follow)**

Each LEA High School has Jump Start Pathways students may pursue.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Jackson Parish 2017-2018 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: \_\_\_\_\_

\_\_\_\_\_  
Superintendent, David Claxton

\_\_\_\_\_  
Board President, Mary Saulters