

2021-2022 Pupil Progression Plan

Local Education Agency:

Jefferson Parish Schools

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 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

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.

Kindergarten

- In compliance with Act 372, any child who meets the age requirement for enrollment in kindergarten will be tested using a nationally recognized screening for readiness. Desired Results Developmental Profile (DRDP), adopted by the school system from the state approved list, will be administered to every child entering kindergarten for the first time. The results of the screening will

be used by teachers to determine the developmental readiness of each student's individual instructional needs.

- Early entry into kindergarten for students that have been evaluated and identified as gifted in accordance with the State Department of Education regulations shall be recommended by the Gifted and Talented Coordinator to the Chief of Schools or designee with concurrence of the principal, kindergarten teachers, parent(s), and school psychologist.

Grade 1

For those students required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade, Acadience will be administered at the time of enrollment. If the testing results determine the student would be better suited for kindergarten, the parent may register the student for kindergarten or refuse the kindergarten placement. If kindergarten placement is refused, the student may enroll in first grade the following year at the age of 7.

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.

Approved schools within the state (public/nonpublic)

A. Transfers within the School System

Students transferring within the school system during the school year must present an official withdrawal form from the school which they are leaving, in order to register at the new school.

Students with an approved transfer to attend an out of attendance zone school must present the official transfer request form identifying the transfer status.

The parent/legal guardian of the transferring student should sign a release form indicating legal permission to release student records from the school last attended.

The school's designated registrar will provide the parent/guardian with information on registration policies, procedures, student placement, and testing policy.

B. Transfers from a State-Approved School (public/nonpublic; In-state)

In addition to "A" from above, all students transferring must provide a properly certified transcript showing his/her record of attendance, achievement, and the units of credit earned.

A transferring student entering grades 4, 6, 7, and 8 is not required to take a placement test before enrolling in these grade levels. Students will be placed according to the grade level attained from the previous system.

Student in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English Language Arts and mathematics state placement test. Students who have scored below "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

The following rules apply for transfer students entering grades 10, 11, or 12:

- Is not required to take the LEAP 2025 High School assessment for courses he or she already successfully completed for Carnegie credit.
- Shall be required to take the LEAP 2025 High School assessments for courses he or she previously took but did not pass.
- In order to meet the LEAP 2025 High School assessment pair requirements, the student may choose to take the LEAP 2025 assessment for a course he/she has already passed if he/she scored *Unsatisfactory* on the LEAP 2025 assessment for another course in the pair.

C. Approved out-of-state schools (public/nonpublic)

In addition to "A & B" from above, students entering grades 4, 6, 7, and 8 from an approved out of state public/nonpublic or out of country school are not required to take the placement test before enrolling in these grade levels. Students will be

placed according to the grade level attained from the out of state/country system. The transferring student will be allowed credit for work completed in the previous school.

Student in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English Language Arts and mathematics state placement test. Students who have scored below “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

D. Home Study and Unapproved schools (public/nonpublic)

Grades 4 – 9

Students entering grades 4 - 9 transferring to a public school system from home study or any non-approved private school must take an ELA and math placement test before enrolling in these grade levels.

Grades 9 - 12

A high school student transferring to a public school system from home study or any non-approved school must demonstrate proficiency prior to being awarded high school Carnegie credit for a course.

Criteria:

- If the parent provides extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, then the student will be administered the appropriate Carnegie unit proficiency exam to determine if Carnegie units can be awarded for each of the subjects taught during the non-approved program.
 - The Louisiana Department of Education and BESE Board are requiring students transferring from home study or non-accredited, non-approved private school seeking to earn a Carnegie unit credit in a course with a state-administered end-of-course exam to demonstrate proficiency on LEAP 2025 assessments (Bulletin 741 2314 F). LEAP 2025 High School exams are administered for English I, English II, Algebra I, Geometry, Biology, and U.S. History. In order to receive the credit, the student must pass with an achievement level of at least Approaching Basic on the LEAP 2025. LEAP 2025 High School exams are administered in December, May, and June.
 - Students seeking to earn a Carnegie unit credit in a non-LEAP 2025 course must demonstrate proficiency on a state-approved district-created exam aligned to state content standards. The following exams are available: English III, Algebra II, World Geography, Civics, World History, Earth Science,

Physical Science, and Chemistry. In order to receive the credit, the student must earn at least 60% on the applicable state-approved district exam.

- The principal shall request the proficiency examination from the appropriate central office unit. High school placement is determined by the number of Carnegie units as evidenced by the results of proficiency exams.
- After the student has demonstrated a passing score on the proficiency examination, then the course title earned shall be entered on the Certificate of High School Credits (transcript). Minimum proficiency standards must be indicated in the remarks column designated as a "P" for passing (proficiency grades are not included in GPA calculations). The school issuing the high school diploma must account for all credits required for graduation and document when and where this credit was earned.
- The student shall not be allowed to take proficiency examinations to earn credit for a failed course taken at an approved high school.
- The student shall not be allowed to take proficiency examinations in art, music, health, or physical education.
- If the parent is unable to provide extensive documentation of a sustained curriculum during home study in the identified subject area for which a Carnegie unit is being requested, the student will not be administered the proficiency exam and the student will be admitted as a transitional ninth grader (T9) or the appropriate grade as it relates to the Carnegie units they have earned.
- All courses attempted yielding Carnegie credit will be entered upon receipt from transferring school. Any course entry disputes must be reconciled within one (1) year of enrollment.

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.

In grades Kindergarten through 3rd grade, students will not be retained more than one grade.

Kindergarten

To be promoted to the next grade, evidence of academic readiness should be indicated on the kindergarten report card. Jefferson Parish does not recommend retention for

kindergarten students. However, retention in kindergarten may be made by recommendation of the Academic Behavior Intervention Team (A/BIT) and/or parental consent on a case-by-case basis.

Grades 1, 2, and 3

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in both ELA and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA and mathematics) must be earned to pass. A student in grades 1, 2, or 3 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

The following should be reviewed by the A/BIT with administrative approval for additional promotional decisions:

- If a student fails any core subject (ELA or mathematics), he/she may be considered for promotion to the next grade by the A/BIT if he/she attends a district-provided/approved summer program (if available) and demonstrates proficiency in the subject(s) failed.
- When significant academic improvement is evident, a student's placement should be reviewed by the A/BIT.

Grade 5

In grades 4th and 5th, students will not be retained more than one grade.

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 5 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade by if he/she attends a state-approved summer school and passes the subject(s) failed or by the A/BIT if he/she attends a district-provided/approved summer program or summer extension program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who will be twelve (12) on or before September 30th may be considered for promotion to the next grade by the A/BIT and/or principal.

In order for this promotion to take place, the principal of the receiving school the student will attend must agree to this placement. If there is not an agreement between the sending school and receiving school principals, then the Chief Academic Officer will make the final decision on promotion.

- A student who fails three (3) or more promotional subjects and is not twelve (12) on or before September 30th is ineligible for promotion to the next grade by attending a state-approved summer school or a district-provided/approved summer program (if available).
- If a student has a failing final average in science or social studies on the report card, A/BIT may convene to look at available data sources. Data sources may include: benchmark data, LEAP scores (must earn a Basic or above in the subject failed on the report card), and/or additional assigned work approved by the principal, etc.) to determine whether the student should be considered for promotion.

Grades 6 and 7

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grades 6 and 7 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year.

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by the A/BIT if he/she attends a district-provided/approved summer program (if available) and demonstrates proficiency in the subject(s) failed.
- A student who fails only one promotional subject will be allowed to progress in the course sequence in the three subjects passed, but not in the subject failed. The student will be assigned to the higher grade level and may be scheduled into an additional academic subject or remediation (ELA, mathematics, science, or social studies), which may take place during non-promotional course time, to complete the course requirements for the subject failed. (Ex. ELA 7, Mathematics 7, Science 7, Social Studies 7, and Mathematics 6).
- With prior approval of the principal, a student who fails three (3) promotional subjects may be considered for promotion by attending a state approved summer school or by the A/BIT if he/she attends district-provided/approved summer program (if available) for two (2) of the failed subjects. If ELA and/or math are one of the failed promotional subjects, these courses must be taken

in the state approved summer school or district-provided/approved summer program (if available). If the student passes the two courses in the state approved summer school or shows proficiency as determined by the A/BIT in the two courses in the district provided/approved summer program (if available), the student will be assigned to the higher grade level and may be scheduled into an additional academic subject or remediation (ELA, mathematics, science, or social studies), which may take place during non-promotional course time, to complete the course requirements for the subject failed. (Ex. ELA 7, Mathematics 7, Science 7, Social Studies 7, and Mathematics 6).

- If a student fails 6th or 7th grade and is retained for the first time, the student will be referred to the A/BIT for appropriate remediation during the following school year.
- If a student in 6th or 7th grade is two or more years behind in grade level placement, an Academic Contract may be offered to the student to recover one of those years. If the student has a current IEP or IAP, the contract cannot conflict with IEP or IAP goals and accommodations. The student will be scheduled into remediation (ELA, mathematics, science, and/or social studies), which may take place during non-promotional course time, to complete the course requirements for the subject(s) failed. Over-age students may also be eligible for alternative programs.
- If a student has a failing final average in science or social studies on the report card, A/BIT may convene to look at available data sources. Data sources may include: benchmark data, LEAP scores (must earn a Basic or above in the subject failed on the report card), and/or additional assigned work approved by the principal, etc.) to determine whether the student should be considered for promotion.

Grades K, 1, 2, 3, 4, and 5 English Learners (ELs)

No EL student shall be retained solely due to English language limitations. "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic English skills." Age and language proficiency are primary factors to consider in determining retention. However, an ESL teacher may recommend the retention of an English Learner (EL) who has made little progress in acquiring grade-appropriate academic knowledge, provided sufficient and appropriate documentation is obtained and guidelines in the JPS Pupil Progression Plan are also followed. The ESL teacher initiates the process by completing The Retention Review and Recommendation Form. All general education teachers are consulted in completion of the form. Following consultation by an EL coordinator, a conference is held. This conference must include the parent/guardian, the ESL teacher, and the principal or A/BIT chairperson. The completed Retention Review and Recommendation

Form is forwarded to the Executive Director of English Language Equity & Acquisition for final authorization.

Late Entry Grade 1-8 English Learners (ELs)

For immigrant students, the district's attendance policy begins at the date of registration. The student's promotion to the next grade is determined by the achievement of passing grades in his/her class. The school may not give the student an "F" simply because s/he was not registered in school.

Late Entry High School English Learners (ELs)

For immigrant students, the district's attendance policy begins at the date of registration. In high school, the student's promotion is determined by the number of credits earned. The school may not give the student an "F" simply because s/he was not registered in school.

Additional Considerations for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT. A request for review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

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 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.

In grades 4th and 5th, students will not be retained more than one grade.

To be promoted to the next grade, a student must have a passing final average in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 4 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year. Any student who is promoted by the A/BIT without meeting this promotional criterion must be put on an Individual Academic Improvement Plan (IAIP).

- The LEA will use the LDOE IAIP template.
- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the next grade if he/she attends a state-approved summer school and passes the subject(s) failed or by A/BIT if he/she attends a district-provided summer program or summer extension program (if available) and demonstrates proficiency in the subject(s) failed.

- A student who fails three (3) or more promotional subjects is ineligible for promotion.
- If a student has a failing final average in science or social studies on the report card, A/BIT may convene to look at available data sources. Data sources may include: benchmark data, LEAP scores (must earn a Basic or above in the subject failed on the report card), and/or additional assigned work approved by the principal, etc.) to determine whether the student should be considered for promotion.

Additional Considerations

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT committee. A request for review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

If LEAP 2025 results are not available for the school year, an IAIP is required for each subject that a student failed for the year.

The following steps will be completed:

- **Action Step 1: Identify students.** Identify students using all available information about student learning and the results/roster provided by LDE.
- **Action Step 2: Engage family and create a plan.** Engage family at school level to discuss intervention options for the student. Create an IAIP in partnership with the teacher and family. Parent/legal guardian signs the IAIP parent/legal guardian agreement form.
- **Action Step 3: Determine status.** Continue the IAIP until the student meets expectations, and per school system policy, determine final retention or promotion status.

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.

8th Grade

To be promoted to the next grade, a student must have a passing final average in all four (4) academic subjects of ELA, mathematics, science, and social studies. Passing grades in these subjects reflect proficiency in grade appropriate skills. Currently, this proficiency is measured by a quality point system. An annual total of four (4) quality points in each subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in grade 8 must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the subject for the year. If an 8th grade student enrolled in a Carnegie credit bearing course fails the course, the student will be allowed to attend summer school to earn the credit or be allowed to retake Algebra I and/or English I in 9th grade. If a course lasts two (2) marking periods, a student must earn a minimum of a 1.0 average in order to pass the course. If a course lasts one (1) marking period (e.g. half credit course on a block schedule), the letter grade the student earns for the marking period will become the student's final average for the course.

- With prior approval of the principal, a student who fails one or two promotional subjects may be considered for promotion to the T9 program if he/she attends a state-approved summer school and passes the subject(s) failed or by the A/BIT if he/she attends a district-provided/approved summer program (if available) and demonstrates proficiency in the subject(s) failed.
- A student may also be promoted to the T9 program by an A/BIT/IEP decision. Students identified as a T9 will be provided the following:
 - A summer remediation program or extended summer remediation program (the extended summer remediation program may include enrollment in intervention courses on the high school campus).
 - An Academic Plan the following year.

Additional Considerations

An individual request by a parent or teacher for review of a promotion decision is made at the school level through the principal and/or A/BIT committee. A request for

review of a school-based decision should be submitted in writing to and approved by the school's Executive Director of School Support or designee.

Transitional 9th Grade

As schools seek to address the challenges of 9th grade transition, it is critical to ensure a smooth transition for all students and provide proper support for students who need additional academic remediation. The following steps will be completed:

- **Identify Students:** During the summer between the end of the 8th grade year and the beginning of the student's transitional 9th grade year, sending and receiving schools will collaborate with each other and the district to determine the placement of non-proficient students based upon evidence of student learning, including but not limited to:
 - classroom evaluations and/or assessment scores
 - course grades
 - student growth
 - IEP goals
 - attendance records
- **Plan for student support:** The middle school will develop an Individual Graduation Plan (IGP) at the end of the 8th grade year. Decisions concerning a student's academic pathway must be made on an individual student-by-student basis, taking into account the previous guidance to determine the most beneficial pathway for each student.
- **Counselor tools and supports:** High schools will complete the Academic Support Plan for each transitional 9th grade student in order to extend remediation and to address support needs. The IGP will be reviewed and updated annually.

High school promotion and transition considerations

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

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

career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

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

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- 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.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

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

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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.

High School Promotion

- A. **Individual Graduation Planning:** By the end of the eighth grade, each student shall begin to develop, with the input of his parent(s) or other legal custodians and school counselor, an individual graduation plan. Each student's Individual Graduation Plan (IGP) lists the courses students will take in subsequent years and identifies the diploma path they choose in 10th grade. The plan is reviewed, updated, and signed annually.
- B. **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.

Carnegie unit courses offered in Jefferson Parish Public Schools are either half credit or full credit courses. If a student is unsuccessful in a half credit or full credit course(s), he/she may be rescheduled in that course if the school's master schedule

allows. In order to receive credit for any Carnegie unit course, students must meet both the grading and attendance requirements.

- In order to pass a course, students must earn a minimum of a 1.0 average. *Averages of less than 1.0 may not be rounded up to attain a 1.0 average.*
- For courses lasting one marking period, the letter grade the student earns for the marking period will become the student’s final average for the courses. (e.g., 4x4 Block Schedule – half credit courses)
- Students who pass both 9 weeks, but fail the final exam, resulting in the final grade of F, must repeat the second half of the course and earn a grade of C or better.

C. **Grade Classification:** In order to be promoted from one grade classification to another in any type of schedule (4x4, AB Block, six-period day, seven-period day, etc.), a student must have earned Carnegie units of credit, as follows:

Promotion	
From Grade	Total Earned Carnegie Units of Credit
T9 to 10	6 units
9 to 10	6 units
10 to 11	12 units
11 to 12	18 units

In order to be classified as a 12th grader, a student must be able to meet all state and diploma requirements for graduation in the spring of the academic year. Proficiency is required in all course work attempted. Currently this proficiency is measured by a quality point system equating to letter grades.

Students participating in the LAA1 alternative pathway will follow the same grade progression as traditional students but will be promoted by courses successfully passed (in accordance with the graduation pathway).

Graduation

Students must complete all graduation requirements as outlined by the state of Louisiana including the completion of the required Carnegie units, passing the required assessments and/or Industry Based Certifications (IBCs), and the completion of financial aid (FAFSA) requirements to earn a standard high school diploma.

A. **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.

B. 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.

Other Considerations

A. Credit Recovery:

Credit refers to an instructional program for students who have failed courses taken previously. Credit Recovery uses an individualized-paced, interactive computer program. Student activities are competency based and are adjusted based upon the student's individualized mastery of skills. Once students have completed all requirements for a particular course, the facilitator will complete the necessary paperwork for issuing the student's grade, and will provide the Plato progress report to the school counselor, who will then add the credit recovery course to the student's transcript. The grade for the previously failed course is not replaced or deleted from the student's transcript. Grading criteria for the program is as follows: mastery tests/quizzes/exempted assignments (50%), End of Semester assessment (25%), and unit post-assessments (25%).

- Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually.
- Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript. Previously attempted coursework is not deleted or replaced on the official transcript.

- Completed credit recovery courses must be recorded and clearly labeled on the official transcript. Final progress reports shall be filed in the student's academic records.
- Credit recovery courses must be facilitated by a certified teacher. The coursework is self-paced and competency based. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

B. Non-Traditional Courses

Non-traditional courses refer to instructional programs that are delivered remotely, online, or through blended learning. Non-traditional courses are standards-based and engage students in a variety of learning activities. Various methods are utilized to assess the mastery of the content as reflected in the Louisiana content standards.

C. Dual enrollment courses

Dual enrollment (DE) allows high school students to enroll in high school and college simultaneously while receiving credit on both their high school and college transcripts.

- The high school shall approve, in advance, the course to be pursued by the student.
- The student shall meet the eligibility requirements established by the college.
- A course consisting of three college hours, at minimum, shall be counted no more than one unit of credit toward high school graduation.
- Dual enrollment courses shall be entered on the student's schedule for the semester. The final grade for DE courses will be transcribed as a letter grade.
- DE Courses pursued over the summer or DE courses that exceed the maximum number of courses on a school's schedule shall be transcribed as Pass/Fail (P/F). P/F grades are not assigned a quality point value and will not be included in the calculation of the student's high school GPA.

D. Specialized Extension Courses

Specialized extension courses are courses that are pursued over the summer or that exceed the maximum number of courses on a school's schedule. All extension courses shall be transcribed as Pass/Fail (P/F). P/F grades are not assigned a quality point value and will not be included in the calculation of the student's high school GPA.

VI. Support for students

School year support

- The LEA will develop an 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. Students with disabilities attending summer remediation will receive special support 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

Classroom placement is an IEP team decision and is based on student need. It takes into consideration student needs in developmental, social, and emotional areas and is not based ~~solely~~ on the individual student's classification.

In secondary grade levels, alternate pathways, including the April Dunn Act, may be available for promotion and placement for students with disabilities.

English Learners

Each student entering JPS for the first time must complete the Home Language Survey (HLS) question, included in the Student Registration Form.

The ESL Coach or Lead ESL Teacher will conduct a Family Language Interview with the parents or guardians of any student whose HLS indicates a primary or home language other than English. Based on the results of the Family Interview Form the language screener, ELPS, is administered to the student. All domains of English are assessed: listening, speaking, reading, and writing. EL status and proficiency level* are determined and the student is categorized as *Emerging, Progressing- 1, Progressing -2, Progressing-3, or fully proficient* in English. All ELs are offered ESL program participation.

Immigrant Students

K-8 students who are enrolling in a U.S. school for the first time, are placed in a grade-level that is chronologically age appropriate. If an immigrant student was not age appropriately placed in a district school other than Jefferson Parish, the Executive Director of English Language Equity and Acquisition may age appropriately place the child at the time of registration. At registration, a change in grade-level placement may be requested for an Emerging EL to the Executive Director of Language Equity and Acquisition by the child's parent.

Evaluating Foreign Transcripts High School Students

Entering Immigrant students that are 15 years or older are placed on a high school campus as a T9. If a student has earned high school credit in a country outside of the U.S., JPS will be responsible for sending foreign transcripts to a third party agency (i.e. Validate Me) to be evaluated. The school principal, guidance counselor, and/or a representative from the English as a Second Language office will use the results of the third party evaluation to award credit to students. Upon evaluating the transcript and awarding credit transfer, a school may change grade level to meet student needs, as appropriate. Once an immigrant student has completed one academic year in a JPS high school, foreign transcripts will no longer be evaluated for Carnegie credit.

Students who are identified as non-English speakers or English Language Learners (EL) shall be offered specialized language services which address their instructional needs in acquiring the English language and academic content.

ESL Specialized Language Services

Elementary, middle and high school teachers of English Learners are expected to modify instruction, pacing, materials, assessments, and grading practices as necessary and appropriate to meet the needs of their students. Teachers will allow ELs to demonstrate their knowledge and skills, as appropriate, in their primary language or in oral, rather than written English. Schools will be staffed with an ESL Coach(s) to serve as a peer coach for general education classroom teachers to address the needs of English Learners in their classroom.

ESL Specialized Staff

1. **ESL Teacher:** Provides focused language interventions for ELs in a push-in or pull-out intervention model. The ESL teacher may pull small-groups of ELs during non-core content courses (i.e. P.E. Library, Computer Lab. etc.). The ESL Teacher may push-into core content courses to provide focused language support to ELs through grade-level curriculum.
2. **ESL Coaches:** English Learners are scheduled in a general education classroom with accommodations, native language support, and ESL best teaching practices implemented by the general education teacher. The campus has a full-time ESL Coach that collaborates with general education classroom teachers to address the needs of English Language Learners.
3. **Dual Language (DL)/Two-Way Immersion (TWI):** DL/TWI is an equitable, high-quality instructional model that serves the educational needs of the English Learners by integrating populations of native English speakers with those of another language (i.e. Spanish), and providing instruction in both languages.
4. **Newcomer Teachers:** Staffed in middle and high schools with 10 or more students who have attended a US school for less than a year, and score Emerging on the ELPS.

Middle and High School Newcomer Classrooms

The Newcomer Program may consist of classes within existing middle and/or high schools, which students can attend for most of the day while attending regular classes with the general student population for the remainder of the day. Students who meet all of the below criteria may be scheduled to Newcomer classrooms:

- Recent immigrant students –with no or limited English proficiency and often limited formal education
- The student has an interrupted formal education (SIFE).
- Score Emerging on the English Language Proficiency Screener (ELPS)

- Have never been enrolled in a U.S. school, or enrolled in a school in the U.S. for less than one calendar year (throughout the course of their education).
- The student will be at least 11 yrs. old but no older than 15 yrs. old by September 30.
(the student will be placed in middle school).
- The student will be at least 15 yrs. old but no older than 19 yrs. old by September 30. (the student will be placed in high school).

Administrators responsible for scheduling must be sensitive to the particular needs of ELs and make all possible scheduling accommodations. Students ready for greater access to academic courses should be permitted to enroll as soon as feasible.

Specialized Language Services Refusals

If a parent refuses the alternative language program (ESL), the child will be placed in his or her district school in the general education program. The child will receive appropriate accommodations and support by their classroom teacher. Students who refuse services will continue to be federally identified as an English Learner (EL) and are required by the state of Louisiana to take the annual English Language Proficiency Test (ELPT) which measures the student's English language proficiency and is a determining factor in his/her exit status the following school year.

Monitoring of Exited Students

At the beginning of each school year, schools must pull a roster of all ELs who have met the state exiting criteria and are now in Monitor Year One (M1), Monitor Year Two (M2), Monitor Year Three (M3) or Monitor Year Four (M4). M1, M2, M3, and M4 students' academic achievement is monitored by the school's lead ESL teacher, ESL Coach(s) and principal or designee once a year. The team will meet to determine if further services are required for the exited student's success. If and when any exited EL shows signs of academic distress, the school is to reconnect them with the ESL teacher for continued support.

The campus ESL lead teacher or coach will complete the Former English Learner Monitoring Form for all students that are in Monitor Year 1, Year 2, Year 3, and Year 4.

Reclassification

A student exited from the program may be re-enrolled in an ESL program if evidence indicates that the student is not academically successful.

The Exit Review Committee will recommend the student to the school's A/BIT and notify the student's parent of the potential re-enrollment in an ESL program and provide the parents with evidence leading to the decision. The school's A/BIT

committee will determine which accommodations will be implemented or if the students should be recommended to the ESL department for a re-administration of the English Language Proficiency Screener (ELPS). As in the initial placement in an ESL program, the parent retains the right to approve or refuse ESL services.

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.

Alternative schools/programs

Jefferson Parish Schools offers a variety of alternative options for students and families.

A. The alternative programs are:

- Students in grades 3-8 are offered alternative options at Douglass Community
- Students in grades 8-12 are offered alternative options at Strehle Community School.

B. Flex School Program: (Strehle)

- Priority will be given to overage, under-accredited students.
- Specialized program designed for students in grades 9-12 who would like the option of earning their diploma or equivalency diploma at an accelerated rate
- Students have the option of a full-day or half-day program.
- Students are recruited for entry using early warning indicators for students at risk of dropping out or can apply to enter through their high school counselor.
- Students complete coursework using a blended learning model (face-to face and distance/online learning).
- Students who fulfill all requirements for graduation are eligible to participate in their attendance zone school's graduation ceremony.

C. Off-site Suspension: (Douglass and Strehle)

- Designed for students in grades 3-12 who chronically disrupt the school campus and consistently violate the district's code of conduct
- Offers an off-site suspension program to reduce out of school suspensions, provide character education, and complete coursework
- Recommended for entry by principal and approved by Hearing Officer and Executive Director of Special Programs/Special Education Compliance (documentation of implemented FBA, BSP, and Interventions required)
- Students' length of stay is determined by the Hearing Officer and Executive Director of Special Programs/Special Education Compliance and defined by the category of offense.

D. Expelled Students: (Douglass and Strehle)

- Designed for students recommended for expulsion by principal and upheld by the District Hearing Officer (also MDR for students with disabilities) for students in grades 3-12.
 - If a student with a disability, identified by the 504 or Special Education process, is expelled or suspended for greater than a total of ten days a separate meeting (called a Manifest Determination Review) is held to determine if the behavior is a manifestation of the student's disability. The IEP team will determine if the expulsion is upheld.
- Expelled students at one of the Alternative sites may have a term of stay set by the Hearing Officer/MDR team of a minimum of 45 days. Students, including students with disabilities, not meeting behavior targets may have their stay extended (Students with Disabilities must follow IDEA guidelines).

E. Multi-Sensory Therapeutic Classrooms:

- Therapeutic classes provided to students who need them (grades K-9). Recommended by the principal or requested by parent, and approved by Executive Director of Special Programs (District Affairs) in grades K-2 and JPS Behavioral Health Support Team (Student Support and District Affairs) in grades 3-9.
- Also designed for students in grades K-2 who have unsuccessfully completed Tier III behavior interventions.
- Programs are housed at Ralph Bunche Elementary, Lincoln School for the Arts, Frederick Douglass Community School, and Strehle.

F. JPS Virtual Academy:

- Designed for students in grades 9-12 who wish to complete all coursework needed to obtain a diploma online or through distance learning
- Students must reside in Jefferson Parish and complete an application for admission.

- Students must use district-provided computers to complete coursework, but must provide their own home internet 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.

Change in student placement

A change in grade level placement may be requested to a school's principal and the A/BIT during the first marking period of enrollment through a Request for Change in Grade Level Placement form. The form will be sent to the Executive Director of School Support for approval. If the person making the request does not agree with the decision from the school or Executive Director, then the person may petition to the Chief Academic Officer. The request for appeal must be made within 14 calendar days following the decision.

Students with disabilities

Due process procedures for qualified students with disabilities are consistent with those described in the approved Individuals with Disabilities Education Improvement Act (IDEIA 2004) and must be consistent with those defined in Title V of the Rehabilitation Act, 20 U.S.C. 794 and *Bulletin 1706*, Regulations for Implementation of the Children with Exceptionalities Act (R.S.17:1941 et seq.) section 507-509. At each IEP meeting, parents are offered the Louisiana Educational Rights of Students with Disabilities document, informing them of their parental rights. Receipt of the manual is documented within the IEP.

Section 504 students

Due process procedures for qualified students are consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 and included in the Jefferson Parish Schools Parent/Student Rights under Section 504 of the Rehabilitation Act of 1973 and Bulletin 1903 documents provided to parents/guardians at least once yearly and when parental permission is requested.

English Language Learners

Due process procedures for ELs whose parents may also be limited English proficient are in accordance with those described in the *Louisiana Department of Education's ELL Handbook*.

Hearings (Student Placement and Promotion)

If at any time the parents cannot come to an agreement with the school regarding their child's student placement and promotion, they have the right to ask for an impartial hearing. The hearing may be held on any matter relating to the identification, evaluation, or placement of the child or the provision of a "free appropriate public education."

Either party aggrieved by the hearing decisions maintains the right to Judicial Review. To obtain a hearing, the parent should make a written request to the Louisiana Department of Education. An impartial hearing officer will be assigned to preside over any such hearing and arrive at a decision. To ensure impartiality, a hearing officer may not be:

- A. An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- B. Anyone who has a personal or professional interest which would conflict with objectivity in the hearing.

Hearing Rights

Rights to which both the parents and the school are entitled include the right to:

- A. Be accompanied and advised by legal counsel and by persons with special knowledge and training with respect to special education or the needs of students with disabilities
- B. Present evidence, cross-examine, and compel the attendance of witnesses
- C. Receive a written or recorded verbatim record of the hearing
- D. Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing
- E. Have their child attend the hearing
- F. Open the hearing to the public

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.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2021-2022 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

Board President