



2024-2025 Pupil Progression Plan

**Laureate Academy
Charter School**

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*.

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



Table of Contents

I. Placement of students in kindergarten and grade 1	4
II. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7	5
III. Promotion of students in grade 3	8
IV: Promotion of students in grade 4	11
V: Promotion and support of students in grade 8 and high school considerations	13
VI: Placement of transfer students	24
VII: Support for students	27
VIII Support Standards for grades K-3	28
.	
IX. Support Standards for Grades 3 and 4	29
X. Promotion and placement of certain student populations	30
XI: Alternative education placements	33
XII: Due process related to student placement and promotion	36
XIII Additional LEA policies related to student placement and : promotion	38
XIV LEA assurances and submission information	38
:	



I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by

R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

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

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

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

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

Kindergarten

- 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, DIBELS 8th will be administered at the time of enrollment. If the testing results determine the student has scored below grade level and 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. Promotion

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, 5, 6, and 7.

In grades Kindergarten through 4th grade, students will not be retained in 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 both ELA and mathematics. Passing grades in these subjects reflect proficiency in grade appropriate skills. Students must earn an average of a 1.0 in the class to pass. This is calculated by using the 4 first quarters. Summer school is not used within this calculation.

The following should be reviewed by the Academic/Behavior Intervention Team (ABIT) 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 ABIT 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 ABIT.



Grade 5:

- A student who will be twelve (12) on or before September 30th may be considered for promotion to the next grade by the ABIT 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.
- If a student has a failing final average in science and/or social studies on the report card, the ABIT 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.

Grade 6-7

- 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 ABIT 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 ABIT 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 ABIT for appropriate remediation during the following school year.
- If a student in 6th or 7th grade is retained a second time in this grade band, an Academic Contract may be offered to the student to



recover one of those years. A request for review of the Academic Contract should be submitted in writing to and approved by the school's Executive Director of School Support or designee. If the student has a current IEP or IAP, the academic contract cannot supersede the 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, ABIT may convene to look at available data sources. Data sources may include: science benchmark data (must earn a Basic or above on the average score of all benchmark assessments), science 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, 5, 6, and 7 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 ABIT 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, 2, 5, 6, and 7 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 beginning at the date of enrollment. 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, 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 the ABIT. 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.



III. Promotion of students in grade 3 & 4

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

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



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

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent- guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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



Grade 3 and 4 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 ABIT 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 3 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 beginning at the date of enrollment. The school may not give the student an “F” simply because he/she was not registered in school.

Additional Considerations for students in grade 3

- 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 the ABIT. 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 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) non-Carnegie credit bearing 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 non-Carnegie credit bearing subject (ELA, mathematics, science, and social studies) must be earned to pass. A student in 8th grade must earn at least one (1) quality point in either the 3rd or 4th marking period in order to pass the non-Carnegie credit bearing 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 T9 program if he/she attends a state-approved summer school and passes the subject(s) failed or by the ABIT 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 ABIT/IEP decision. Students identified as a T9 will be provided the following:
 - o 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).
 - o An Academic Plan the following year.

If an 8th grade student is enrolled in a Carnegie credit bearing course, the High school promotion and transition considerations, including the district policies/considerations, apply for the Carnegie credit bearing course only. (See pp. 17-24 in this document.) If an 8th grade student



enrolled in a Carnegie credit bearing course fails the course, the student will be allowed to attend summer school in order to earn the credit or be allowed to retake the course in 9th grade.

Grade 8 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 the ABIT 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 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 beginning at the date of enrollment. The school may not give the student an "F" simply because he/she was not registered in school.

Additional Considerations for Students in Grade 8

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 the ABIT. 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
 - English Learner status
- **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. Student support can extend beyond the internal supports provided by the schools. These can include, but are not limited to, district support, community support, or any external support that can support student growth.



V. Placement of transfer students

- Students in grades 3 and 8 transferring to Laureate Academy from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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:
 - o The student completes summer remediation.



- o 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.
- o 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.
- o 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. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first,



second, and third grade who score below grade-level on the literacy assessment.

- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall provide information on activities that can be done at home to support the student's literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle- of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

VIII. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023- 2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.



- The LEA may waive the state policy for students scoring below grade-level on the end-of-the- year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.



IX. 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:
 - o Establish procedures to identify language minority students.
 - o Establish procedures to determine if language minority students are Limited English Proficient.
 - o 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.
 - o Establish procedures to monitor former Limited English Proficient students for two years.
 - o 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 on the individual student's classification. Please refer to the district's special education handbook if further guidance is needed.



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), included in the Student Registration Form.

The ESL Coach, Lead ESL Teacher, or school designee 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

- **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.
- **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.
- **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.
- **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.



Expelled Students: (Douglass (3-8) and Strehle (8-12))

- 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 for greater than ten days, a separate meeting (called a Manifestation Determination Review) is held to determine if the behavior is a manifestation of the student's disability. The LEA, the parent, and relevant members of the student's IEP team make the determination. If it is determined that the behavior is not a manifestation of the student's disability, and the IEP/IAP has been implemented with fidelity, then general discipline procedures may be used and the expulsion upheld.
- Expelled students with disabilities, including 504, 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).
- If the 45 day timeline cannot be completed during the current school year, the student should return to the off-site at the beginning of the following year to complete the time.
- Expelled students at one of the Alternative sites will have a term of stay set by the Hearing Officer of a minimum of one complete semester



X. 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 ABIT 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.

A promotional decision for students with disabilities must be made through the IEP decision process

Section 504 students

Due process procedures for identified 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:

- An employee of a public agency (school system, institution, etc.) which is involved in the education or care of the child.
- 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:

- 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
- Present evidence, cross-examine, and compel the attendance of witnesses



- Receive a written or recorded verbatim record of the hearing
- Receive a written record of the findings of fact(s) and decision(s) resulting from the hearing
- Have their child attend the hearing
- Open the hearing to the public
- Request an interpreter for language access needs, provided by JPS

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Jefferson Parish Schools 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President



LAUREATE ACADEMY GRADING POLICIES 2024-2025

Minimum Number of Grades Required per Nine Weeks

Grade Levels	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
K-8th ELA, MATH, SOCIAL STUDIES, & STEM	Grades per subject: 3 summative/ major 12 formative/ minor	Grades per subject: 3 summative/ major 12 formative/ minor	Grades per subject: 3 summative/ major 12 formative/ minor	Grades per subject: 3 summative/ major 12 formative/ minor
Enrichment Courses Only	1 summative/ major 5 formative/minor 5 participation	1 summative/ major 5 formative/minor 5 participation	1 summative/ major 5 formative/minor 5 participation	1 summative/ major 5 formative/minor 5 participation

Grading Categories and Weights Per Quarter

Grade Levels	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks	Final Grade
K-8th ELA, MATH, SOCIAL STUDIES, & STEM	Summative/ major: 50% Formative/ minor: 50%	Summative/ major: 50% Formative/ minor: 50%	Summative/ major: 50% Formative/ minor: 50%	Summative/ major: 50% Formative/ minor: 50%	Quarter 1: 25% Quarter 2: 25% Quarter 3: 25% Quarter 4: 25%
Enrichment Courses Only	Summative/ major: 20% Formative/ minor: 20% Participation: 60%	Summative/ major: 20% Formative/ minor: 20% Participation: 60%	Summative/ major: 20% Formative/ minor: 20% Participation: 60%	Summative/ major: 20% Formative/ minor: 20% Participation: 60%	



LAUREATE GRADING POLICIES

Type of Assessment	Examples
Summative/ Major Assessments <i>Assessment OF learning</i> The assessments occur after the learning is complete. <i>Bailey & Jakicic (2012)</i>	• Interim assessments • Completed Project • Mid Module/Module Assessment • Culminating Writing Task • Cold Read Task • Extension Task • Lab with Report • Performance Task/Observational Assessment • Post-Test • Research Paper • Unit/Chapter Test
Formative/ Minor Assessments <i>Assessment FOR learning</i> Graded for accuracy of content Formative/Minor Assessments typically measure a few things frequently and are intended to inform teachers regarding the effectiveness of their practice and students of their next steps on the scaffolding of learning. DuFour, DuFour, Eaker, & Many (2010) The assessments are used to advance and not merely monitor each student's learning. DuFour, DuFour, Eaker, & Many (2010)	• Classwork • Homework (Up to 3 in a quarter) • Reading log • Pausing Point • Socratic Seminar or other discussion technique • Different Phases of Written Assignment (Bibliography, Abstract, Conclusion, Etc.) • Journal/Reflection • Lab • Mini Performance Task • Mini Presentation • Mini Project • Mini Written Assignment • Graphic Organizer • Quiz
Cannot be counted	• Pre-tests or diagnostics • Exit tickets • Participation (except for during enrichment)



Other Important Grading Guidelines:

- Test grade may not count twice
- Scholars earn the grade they have earned. (i.e. if a scholar answers 1/10 questions correctly, they have earned a 10%.)
- All grades must be submitted into SchoolRunner no later than 5 business days after the assignment was completed by the scholar.
- Starting in grade 3, all courses must include least 3 summative/major tests per nine weeks that mirror a section of the LEAP/EOC tests. Teachers are encouraged to create additional summative/major assessments.
- Enrichment grades are not used when determining honor roll status.
- To be awarded the “A/B Honor Roll” status, scholars must earn at least 1 “A” in ELA, Math, Social Studies or STEM.
- If a policy is not included in this Pupil Progress Plan, Laureate will defer to the Jefferson Parish’s Pupil Progression Plan.

Grade Recovery

- Students scoring a D or an F on a summative assessment, excluding Interim Assessments, must be provided an opportunity for grade recovery following reteaching within the same nine weeks.
- The new grade, which will replace the original grade in the gradebook, shall not exceed a score of 75%.

Grading Scale

Grade	Percentage
A	100-90
B	80-89
C	70-79
D	60-69
F	0-59