



2024-2025 Pupil Progression Plan

Local Education Agency:

Jefferson Parish Schools

Background and Purpose

Louisiana state law (R.S. 17:24.4) 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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

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

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 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 regarding 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 and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

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

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section V. Support for Students](#).

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

In grades Kindergarten through 2nd grade, students will not be retained in more than one grade. In 3rd grade, student promotion will be contingent on students' performance on DIBELS 8th literacy screener, per Act 422/Bulletin 1566.

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 (ABIT) and/or parental consent on a case-by-case basis.

Grades 1 and 2

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. 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 and 2 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 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. Considerations for promotion shall include whether the student 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.

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

Grade 4

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. 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 ABIT without meeting this promotional criterion must be put on an Individual Academic Improvement Plan (IAIP).

- The LEA will use the LDOE IAIP template.
- A student who fails one or two promotional subjects may be considered for promotion to the next grade. With prior approval of the principal, a student shall be considered for promotion if he/she attends a state-approved summer school and passes the subject(s) failed. ABIT shall consider a student for promotion 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 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.
- When significant academic improvement is evident, a student's placement should be reviewed by ABIT.

Grade 5

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 appropriateness. 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.

- A student who fails one or two promotional subjects may be considered for promotion to the next grade. With prior approval of the principal, a student shall be considered for promotion if he/she attends a state-approved summer school and passes the subject(s) failed. ABIT shall consider a student for promotion 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 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.

Grades K, 1, 2, 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 JP Schools 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.

Grades K, 1, 2, 4, and 5 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, and 5

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.

Additional Considerations for students in grade 4

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 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.

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 LDOE.
- Action Step 2: Engage family and create a plan. Engage family at the 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.

Promotion and mandatory retention of students in grade 3

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

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

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

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 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 expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

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

In grades Kindergarten through 2nd grade, students will not be retained in more than one grade. In 3rd grade, student promotion will be contingent on students' performance on DIBELS 8th literacy screener, per Act 422/Bulletin 1566.

Grade 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. 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 3rd grade 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 3rd grade student who is considered for promotion to grade 4 and has scores below basic on LEAP ELA Assessment and has below grade level reading scores should have a plan to help them transition to the next grade level.

The following should be reviewed by the 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

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.

Grade 3 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 JP Schools 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.

Promotion of students in grades 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 any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

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 appropriateness. 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.

- A student who fails one or two promotional subjects may be considered for promotion to the next grade. With prior approval of the principal, a student shall be considered for promotion if he/she attends a state-approved summer school and passes the subject(s) failed. ABIT shall consider a student for promotion 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 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 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 and social studies benchmark data (must earn a Basic or above on the average score of all benchmark assessments), science and social studies 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 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 JP Schools 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 grades 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 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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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: The [linked memorandum](#) outlines the updated FAFSA policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the Free Application for Federal Student Aid (FAFSA) application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of local education

agencies (LEAs) to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact ldefinancialaid@la.gov with questions.

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

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

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

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

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

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

8th Grade

To be promoted to the next grade, a student must have a passing final average in all 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 (non-Carnegie credit bearing courses) 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:

- 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.

8th Grade Carnegie Credit

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. 13-22 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 a state-approved summer school in order to earn the credit or be allowed to retake the course in 9th grade. 8th grade students may only take a maximum of two Carnegie credit bearing courses, excluding P.E.

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 JP Schools 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 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.
- **Counselor tools and supports:** High schools will complete the Individual Graduation 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

A. Individual Graduation Planning Process: By the end of the eighth grade, each student shall begin to develop, with the input of his/her 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. 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 are either half credit or full credit courses. In order to receive credit for any Carnegie unit course, students must meet the attendance requirements (as outlined above) and grading requirements.

- In order to pass a course, students must earn a minimum of a 1.0 average, which is equivalent to a grade of D. *Averages of less than 1.0 will 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 Carnegie unit courses. (e.g., 4x4 Block Schedule – half credit courses)

- For courses lasting two marking periods, students who earn at least a 1.0 for both marking periods, but fail the final exam, resulting in the final grade of F, must repeat the second half of the course and earn a minimum of 2.0 or higher (equivalent to at least a C).

End of Marking Period Exams

- No student at any organizational level is to be exempted from exams with the exception of a graduating senior who meets the qualifications below.
- Graduating seniors may be exempt from exams *in the final marking period of the school year*. No exemptions shall occur during the 1st, 2nd, or 3rd marking period.
- A graduating senior may be exempted from *an* exam *in* the nine weeks immediately preceding graduation if he/she has a final average of 1.0 or higher (at least a D). For example, a graduating senior with a 3rd quarter grade of D must have an in-progress grade of D or higher during the 4th quarter in order to be exempted.
- Industry Based Credential (IBC) and LEAP tests are not eligible to be exempted.

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
9 to 10	6 units
10 to 11	12 units
11 to 12	18 units

In order to be classified as a 12th grader, in addition to being sufficiently credited, a student must also 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

To earn a standard high school diploma, students must complete all graduation requirements as outlined by the state of Louisiana including: the completion of the required Carnegie units, passage of the required assessments and/or Industry Based Certifications (IBCs), and completion of the Louisiana Workforce Commission Form (ACT 567), and the LOFSA parental consent form.

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

1. 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 Edmentum 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).

2. 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.

3. 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.
 - Some exceptions are permitted for Fast Forward (career technical DE courses) that require 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.
- Per state guidance, students will receive two grades (college & HS) for a DE course. The DE college grade will be calculated based on the same grading policy used in regular college courses. The HS grade may be calculated differently, especially for DE classes taught on the HS campus.
- 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.
- Specialized DE courses pursued over the summer, DE courses that exceed the maximum number of courses on a school's schedule, and/or DE Lab courses that issue an independent grade, shall be transcribed as a 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.

4. Other specialized courses (including NOCCA, Apprenticeships, and other specialized courses)

- Specialized courses pursued that exceed the maximum number of courses on a student's school schedule, shall be transcribed as a 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.
- A course at NOCCA consisting of more than one credit shall be counted no more than one unit of credit toward high school graduation.

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.

IV. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English

language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

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

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.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or 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 support addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

LEAP 2025 Transfer Rules for State-Approved nonpublic school 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.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or 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 support addressed in the same manner as non-transfer students in accordance with Bulletin 1566.

LEAP 2025 Transfer Rules

1. The following applies to a transfer student who is a Louisiana resident transferring into a Louisiana public school district from an out-of-state school, nonpublic school, or approved home study program.
 - a. A transfer student is not required to take the LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.
 - b. A transfer student shall be required to take the LEAP 2025 test for courses he/she previously took but did not pass.
 - c. A transfer student may choose to take a LEAP 2025 test for a course he/she already successfully completed if:
 - i. the student scored *Unsatisfactory* on a LEAP 2025 test in another course;
 - ii. and the student has passed the LEAP 2025 test for one of the LEAP 2025 pairs.
2. Exception. A student who earned a high school assessment-eligible course credit in the spring of the 2019-2020 school year in a Louisiana public or scholarship school, and has never taken the corresponding LEAP 2025 test for the course, does not need to take or pass the LEAP 2025 subject test for the course in order to meet graduation requirements.

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, Civics, 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, April, 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, 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.
 - This also applies to students with significant cognitive disabilities on the Jump Start TOPS Tech Pathway (LEAP Connect).

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.

V. Support for students

Uniform Grading Policy

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

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

School year support

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

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and

weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.

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

Summer remediation

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

VI. Literacy 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 support 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

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

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.

If a student scores below grade level on the DIBELs 8th Assessment at the end of third grade, the student can still be promoted to the 4th grade if:

- The IEP indicates that the screener is not appropriate for the student with a disability.
- A student with an IEP or 504 Plan has received intensive reading interventions for two years and still scores at the lowest achievement level on the literacy screener.
- A student with an IEP or 504 Plan was previously retained in kindergarten, first, or second grade and still scores at the lowest achievement level on the literacy screener.
- A student has been diagnosed with dyslexia.

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 JP Schools 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., JP Schools 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 JP Schools 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.

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

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

Alternative schools/programs

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

Flex School Program: (Strehle)

- Priority will be given to overage, under-credited 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.

Off-site Suspension: (Douglass (3-8) and Strehle (8-12))

- Designed for students in grades 3-12 who chronically disrupt the school campus and consistently violate the district's code of conduct.
- An off-site suspension program to reduce out of school suspensions, provides character education, and an opportunity to complete coursework.
- Students are recommended for entry by principal and approved by the 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.
- Placement for 8th grade students at the off-site suspension location is determined by the age of the student and/or date of suspension.
- If a student with a disability, identified by the 504 or Special Education process, is suspended 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, then general discipline procedures may be used and the suspension upheld.

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.

Multi-Sensory Therapeutic Classrooms:

- Therapeutic classes provided to students who need them (grades K-12). Placement is recommended by the principal or requested by the parent, and approved by the Executive Director of Special Programs (District Affairs) in grades K-2 and JP Schools Behavioral Support Team (Student Support and District Affairs) in grades 3-12.

- 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 Catherine Strehle Community School.

Jefferson Virtual High School:

- 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.
 - If a student with a disability, identified by the 504 or Special Education process, applies for the virtual academy, the IEP team or Section 504 Committee will convene to determine if all educational and related service needs of the student can be provided to the student in the virtual setting. Placement determinations are made by the IEP team and Section 504 Committee which includes the parent.
 - If an English Learner applies for the virtual academy, an ESL Committee reviews the student's language proficiency needs to evaluate if the instructional needs of the English Learner can be provided to the student in the virtual setting. Placement determinations are made by the ESL Committee, which includes the parent.

STAR Academy:

What is it?

- An all-inclusive "school within a school" acceleration program
- Educates and elevates students who are behind one or more grade levels
- Pairs hands-on learning experiences with social-emotionally based teaching methods
- Incorporates STEM based learning activities
- Students will earn two grade level promotions in one year.
- Increase on track graduation requirements to support our graduation cohort rate
- Students are promoted to 9th grade who successfully completes the program

Student Profile:

- Students who are rising 7th graders and are one or two years behind
- Students who can benefit from a nontraditional learning environment in an accelerated curriculum.

Student Enrollment:

- Students who apply must undergo an interview process
- Students are selected based upon a district approved rubric which provides points for behavior, program commitment, grades, attendance, and LEAP scores
- Students must maintain adequate attendance, sufficient grades, and behavior
- Provisionally accepted students must show appropriate progress to maintain enrollment in the program

Sites for Academy:

Eastbank- TH Harris Middle School and Westbank- Marrero Middle School

- Each site will follow the program's recommendations of 80 students at each location for a total of 160 students.
- Students from all Jefferson Parish's surrounding middle schools and K-8 schools entering the program will be attending the hub site central to their home-based school.

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 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* and the *Jefferson Parish Schools Policies and Procedures Manual*.

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 JP Schools

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.

Ex. Determination of Valedictorian

Homework policy

Minimum number of classes for a graduating senior

Summer school credit

XI. LEA assurances and submission information

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

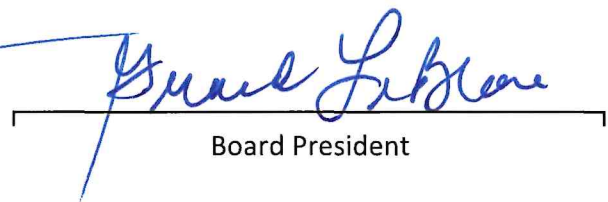
Jefferson Parish Schools

2024-2025 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



JP SCHOOLS 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 ELA & Math Only	ELA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELA & Math Grades per subject: 5 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation
K Science & Social Studies Only	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation
K Enrichment Courses Only	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week
1st-2nd ELA & Math Only	ELA & Math Grades per subject: 3 summative/major 6 formative/minor 2 participation	ELA & Math Grades per subject: 3 summative/major 6 formative/minor 2 participation	ELA & Math Grades per subject: 3 summative/major 6 formative/minor 2 participation	ELA & Math Grades per subject: 3 summative/major 5 formative/minor 2 participation
1st-2nd Science & Social Studies Only	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation
1st-2nd Enrichment Courses Only	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week
3rd-5th	Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade science and social studies are non-promotional)	Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade science and social studies are non-promotional)	Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade science and social studies are non-promotional)	Grades per subject: 3 summative/major 5 formative/minor 4 participation (Please note, 3 rd grade science and social studies are non-promotional)



JP SCHOOLS GRADING POLICIES 2024-2025

6th-8th	Grades per subject: 3 summative/major 6 formative/minor 4 participation	Grades per subject: 3 summative/major 6 formative/minor 4 participation	Grades per subject: 3 summative/major 6 formative/minor 4 participation	Grades per subject: 3 summative/major 5 formative/minor 4 participation
8th Carnegie Courses ONLY	Grades per subject: 2 summative/major 6 formative/minor 4 participation	Grades per subject: 2 summative/major 6 formative/minor 4 participation	Grades per subject: 2 summative/major 6 formative/minor 4 participation	Grades per subject: 2 summative/major 5 formative/minor 4 participation
6th-12th 4x4 block	Grades per subject: 3 summative/major 5 formative/minor 4 participation	Grades per subject: 3 summative/major 5 formative/minor 4 participation	Grades per subject: 3 summative/major 5 formative/minor 4 participation	Grades per subject: 3 summative/major 5 formative/minor 4 participation
6th-12th A/B block	Grades per subject: 2 summative/major 5 formative/minor 4 participation	Grades per subject: 2 summative/major 5 formative/minor 4 participation	Grades per subject: 2 summative/major 5 formative/minor 4 participation	Grades per subject: 2 summative/major 5 formative/minor 4 participation



JP SCHOOLS GRADING POLICIES 2024-2025

- JP Schools Benchmark Assessments in **ELA, math, science, and social studies** must count as a major assessment grade in the Marking Period in which they are administered.
- SLT Pre-Tests or Diagnostics may NOT count as a grade.
- SLT Post-Tests may COUNT as an exam grade or one of the required test grades at the discretion of the principal.
- See the JP Schools Common Assessment Grading Policies document for additional information regarding JP Schools Common Assessments.
- Test grades may NOT be counted twice.
- All test grades must be submitted in the electronic gradebook within ONE WEEK of being administered.
- Starting in grade 3, promotional courses must include at least 3 summative/major tests per nine weeks that are aligned to grade level standards. It is recommended that teachers use assessments from the high-quality instructional material (HQIM).
- Students enrolled in the STAR Academy program follow the same grading policies as listed above.
- Conduct grades are NOT to be used when determining honor roll status.

Grade Recovery

- Students scoring a D or an F on a summative assessment, excluding JP Schools Benchmark Assessments, must be provided an opportunity for grade recovery following reteaching within the same nine weeks. Grade Recovery is solely intended for students who earned less than a 70 on the first attempt on a summative assessment.
- The new grade will be an average of the original score and the grade recovery score. The new grade, which will replace the original grade in the gradebook, shall not exceed a score of 70.
- Each school will have a plan in place that aligns to these district-level requirements including more specific timelines, structure for reteaching, and requirements around retesting.

School Closures Requiring Final Exam Exemptions

This final exam exemption policy is activated when a school closure event is mandated by the district.

1. In the absence of a final exam, due to a school closure event, the final grade for the course will exempt the final exam from the computation. The final grade will be the average of each marking period grade in the course.
2. For students that have not earned a proficient course grade of C or better, the student shall be allowed the opportunity to make-up the missed final exam.



JP SCHOOLS GRADING POLICIES 2024-2025

- The final exam make-up must be completed within two weeks of the reopening of school.
 - The final exam will count as 25% of the final grade for the semester.
3. The final exam, when taken as a make-up due to a school closure event, shall not negatively impact the final grade. As such, if the final grade for the course is higher before taking the final exam, then the final grade for the course will be computed as the average of the marking periods.

Note: This exception in final exam grading is not applicable to LEAP 2025 or IBC assessments unless waivers have been permitted by the Louisiana Department of Education.



JP SCHOOLS GRADING POLICIES 2024-2025

Spanish Dual Language 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
Spanish K SLA & Math Only	SLA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	SLA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	SLA & Math Grades per subject: 6 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	SLA & Math Grades per subject: 5 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation
Spanish K Science & Social Studies Only	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation	Science & Social Studies (non-promotional) Grades per subject: 2 participation
Spanish K Enrichment Courses Only	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week
English K	ELD 2 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELD 2 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELD 2 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation	ELD 2 formative/minor (Checklists, rubrics, performance tasks, etc.) 2 participation
Spanish 1st – 2nd SLA & Math Only	SLA 2 summative/major 3 formative/minor 2 participation grades Math 3 summative/major 6 formative/minor 2 participation grades	SLA 2 summative/major 3 formative/minor 2 participation grades Math 3 summative/major 6 formative/minor 2 participation grades	SLA 2 summative/major 3 formative/minor 2 participation grades Math 3 summative/major 6 formative/minor 2 participation grades	SLA 2 summative/major 3 formative/minor 2 participation grades Math 3 summative/major 5 formative/minor 2 participation grades
Spanish 1st – 2nd Science & Social Studies Only	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation	Science & Social Studies (non-promotional) Grades per subject: 3 formative/minor 2 participation



JP SCHOOLS GRADING POLICIES 2024-2025

Spanish 1st-2nd Enrichment Courses Only	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week	Enrichment Courses (non-promotional) Grades per course: 1 participation per week
English 1st – 2nd	ELD/ELA 2 summative/major 2 formative/minor 2 participation	ELD/ELA 2 summative/major 2 formative/minor 2 participation	ELD/ELA 2 summative/major 2 formative/minor 2 participation	ELD/ELA 2 summative/major 2 formative/minor 2 participation
Spanish 3rd -5th	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Science is non-promotional)	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Science is non-promotional)	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Science is non-promotional)	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 5 formative/minor 4 participation (Please note, 3 rd grade Science is non-promotional)
English 3rd -5th	ELD/ELA 2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Social Studies is non-promotional)	ELD/ELA 2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Social Studies is non-promotional)	ELD/ELA 2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation (Please note, 3 rd grade Social Studies is non-promotional)	ELD/ELA 2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 5 formative/minor 4 participation (Please note, 3 rd grade Social Studies is non-promotional)
Spanish 6th – 8th	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 6 formative/minor 4 participation	SLA 2 summative/major 2 formative/minor 2 participation Math & Science Grades per subject: 3 summative/major 5 formative/minor 4 participation



JP SCHOOLS GRADING POLICIES 2024-2025

English 6 th – 8 th	ELD/ELA	ELD/ELA	ELD/ELA	ELD/ELA
	2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation	2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation	2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 6 formative/minor 4 participation	2 summative/major 3 formative/minor 2 participation Social Studies 3 summative/major 5 formative/minor 4 participation

- JP Schools Benchmark Assessments in **ELA, math, science, and social studies** must count as a major assessment grade in the Marking Period in which they are administered.
- SLT Pre-Tests or Diagnostics may NOT count as a grade.
- SLT Post-Tests may COUNT as an exam grade or one of the required test grades at the discretion of the principal.
- See the JP Schools Common Assessment Grading Policies document for additional information regarding JP Schools Common Assessments.
- Test grades may NOT be counted twice - **exception for integrated ELA or SLA Science and Social Studies.**
- All test grades must be submitted in the electronic gradebook within ONE WEEK of being administered.
- Starting in grade 3, promotional courses must include at least 3 summative/major tests per nine weeks that are aligned to grade level standards. It is recommended that teachers use assessments from the high-quality instructional material (HQIM).
- Conduct grades are NOT to be used when determining honor roll status.

Grade Recovery

- Students scoring a D or an F on a summative assessment, excluding JP Schools Benchmark Assessments, must be provided an opportunity for grade recovery following reteaching within the same nine weeks. Grade Recovery is solely intended for students who earned less than a 70 on the first attempt on a summative assessment.
- The new grade will be an average of the original score and the grade recovery score. The new grade, which will replace the original grade in the gradebook, shall not exceed a score of 70.
- Each school will have a plan in place that aligns to these district-level requirements including more specific timelines, structure for reteaching, and requirements around retesting.

Grading Guide for English Language Learners

- Detailed grading guidance for teachers of English Learners is [linked here](#).



JP SCHOOLS GRADING POLICIES 2024-2025

Grading Categories - Definitions - Examples

Type of Assessment	Definition	Examples
Summative/ Major Assessments	“Assessment OF Learning” - Summative/Major Assessments determine if students have met intended standards by a specified deadline. DuFour, DuFour, Eaker, & Many (2010) - The assessments occur after the learning is complete. Bailey & Jakicic (2012)	- District Benchmark Assessment - Completed Project - Culminating Task - Lab with Report - Extended Task - Observational Assessment - Post-Test - Research Paper/Extended Written Response - Mid- or End-or-Unit/Chapter Test from HQIM
Formative/ Minor Assessments	“Assessment FOR Learning” - 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)	- Pausing Point (CKLA) - Socratic Seminar or other discussion technique/anecdotal notes - Journal/Reflection - Lab - HQIM Checkpoints - Short Performance Task - Short Presentation - Short Project - Short Written Assignment - Graphic Organizer - Quiz - Anecdotal Notes
Participation	- Participation grades show evidence of student involvement/engagement in the learning process. - These activities may also be used while progress monitoring. - Participation grades should be scored for effort rather than accuracy.	- Check for Understanding - Class/Group Discussion - Class Work - Classroom Assignment - Daily Practice - Do Now/Bell Ringer - Exit Ticket - Homework - Notes/Notebook - Teacher Observation

- Summative/Major and Formative/Minor Assessments must include clear grading guidelines and/or rubrics.
- Assignments should be aligned to HQIM and standards.
- For English Learners, language proficiency recommendations for each language domain should be considered when assigning participation grades.
- Principals have the discretion to approve additional types of student work, which may be used as assessment/participation grades.



JP SCHOOLS GRADING POLICIES 2024-2025

GRADING CATEGORIES AND WEIGHTS

Grades K-8					
Grade Levels	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking period	Final Grade
K ELA & Math	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	1 st Marking Period 25% 2 nd Marking Period 25% 3 rd Marking Period 25% 4 th Marking Period 25%
K Science & Social Studies	Participation 100%	Participation 100%	Participation 100%	Participation 100%	
1-2 ELA & Math	Summative/Major Assessments 50% Formative/Minor Assessments 30% Participation 20%	Summative/Major Assessments 50% Formative/Minor Assessments 30% Participation 20%	Summative/Major Assessments 50% Formative/Minor Assessments 30% Participation 20%	Summative/Major Assessments 50% Formative/Minor Assessments 30% Participation 20%	
1-2 Science & Social Studies	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	Formative/Minor Assessments 80% Participation 20%	
3-5	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	
6-8	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	



JP SCHOOLS GRADING POLICIES 2024-2025

Grades 9-12 & 8 th Grade Carnegie Credit Courses						
Grade Levels	1 st Marking Period	2 nd Marking Period	Semester Exam	Final Grade		Final Grade *Special Education
9-12 4x4 block	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Exam 25% (Regular and SPED) LEAP 25% (Regular/GT/Talented/ Speech Only) *LEAP 5% (SPED ONLY)	1 st Marking Period 37.5% 2 nd Marking Period 37.5% Exam/LEAP 25%	1 st Marking Period 47.5% 2 nd Marking Period 47.5% LEAP 5%	
Grade Levels	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking Period	Exam	Final Grade Regular *SPED
8 th Grade Carnegie Credit Course	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Summative/ Major Assessments 50% Formative/Minor Assessments 40% Participation 10%	Exam 25% (Regular/ SPED) LEAP 25% (Regular/GT/ Talented/ Speech Only) *LEAP 5% (SPED ONLY)	1 st Marking Period 18.75% 2 nd Marking Period 18.75% 3 rd Marking Period 18.75% 4 th Marking Period 18.75% Exam/ LEAP 25% 1 st Marking Period 23.75% 2 nd Marking Period 23.75% 3 rd Marking Period 23.75% 4 th Marking Period 23.75% LEAP 5%

*MUST be used ONLY for students with disabilities identified under IDEA who meet the participation criteria found in Bulletin 1530, §405.B. 17:183.2

See the following documents for additional information regarding the determination of marking period grades:

- Minimum Number of Grades Required per Nine Weeks
- Grading Categories – Definitions – Examples

Use the LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables when determining the exam grade for LEAP courses.



JP SCHOOLS GRADING POLICIES 2024-2025

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES 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-5th	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades
6th-8th (K-8 Schools only)	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades	2 assessment grades 6 participation grades
6th-12th (6-8 Traditional Middle grades)	2 assessment grades 6 participation grades 6 weekly attire grades	2 assessment grades 6 participation grades 6 weekly attire grades	2 assessment grades 6 participation grades 6 weekly attire grades	2 assessment grades 6 participation grades 6 weekly attire grades



JP SCHOOLS GRADING POLICIES 2024-2025

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES Grading Categories Definitions/Examples

Type of Assessment	Definition	Examples
Assessments	Assessments typically measure a few things frequently and are intended to inform teachers regarding the effectiveness of their practice. DuFour, DuFour, Eaker, & Many(2010) Assessments determine if students have met intended standards by a specified deadline. DuFour, DuFour, Eaker, & Many (2010) The assessments occur after the learning is complete. Bailey & Jakicic (2012)	• FitnessGram • Health Test • Jump Rope for Heart • Performance Task • Presidential Physical Fitness • Skills Test
Participation	Participation grades show evidence of student involvement/engagement in the learning process of physical education. Participation grades must be measured accurately and reported with clarity. Guskey, McTighe, & O'Connor (2014)	• Cooperation with Others During Activity • Engagement in Daily Activity • Following Directions
6th – 12th*	Grades should be given on a weekly basis.	• School Created Weekly Grading Scale Rubric <i>Example:</i> <i>A – Student dresses out 5 days.</i> <i>B – Student dresses out 4 days.</i> <i>C – Student dresses out 3 days.</i> <i>Etc.</i>

*Not applicable to grades 6-8 at K-8 schools.



JP SCHOOLS GRADING POLICIES 2024-2025

PHYSICAL EDUCATION and PERFORMANCE BASED COURSES

Grade Levels	1 st Marking Period	2 nd Marking Period	3 rd Marking Period	4 th Marking period	Final Grade
K-5	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	1 st Marking Period 25%
6-8 (K-8 Schools Only)	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	Assessments 30% Participation 70%	2 nd Marking Period 25% 3 rd Marking Period 25%
6-8	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	4 th Marking Period 25%
9-12					
Grade Levels	1 st Marking Period	2 nd Marking Period	Semester Exam		Final Grade
9-12 Semester (4x4 Block)	Assessments 25% Participation 45% PE Weekly Attire 30%	Assessments 25% Participation 45% PE Weekly Attire 30%	Exam 25% (Regular and SPED)		1 st Marking Period 37.5% 2 nd Marking Period 37.5% Exam 25%



JP SCHOOLS GRADING POLICIES 2024-2025

Grading Scales

A,B,C,D,F Scale (Bulletin 741)

Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-50*

M,P,N Scale (Kindergarten Only)

Grade	Percentage
M (Mastery)	Student consistently demonstrates mastery of skills and concepts.
P (Progressing)	Student is making progress toward mastery of skills and concepts.
N (Needs Improvement)	Student has not mastered skills or concepts. Improvement is needed.

- In enrichment courses only (e.g. art and music), the M, P, N scale is aligned to the following percentages.
 100-90 M (Mastery)
 89-60 P (Progressing)
 59-50* N (Needs Improvement)

O,S,N,U Scale (Grades 1-5)

Grade	Percentage
O (<i>Outstanding</i>)	100-90
S (<i>Satisfactory</i>)	89-70
N (<i>Needs Improvement</i>)	69-60
U (<i>Unsatisfactory</i>)	59-50*

Categories that use O, S, N, U Scale

- Grades 1-5 Physical Education
- Grades 1-2 Enrichment Courses (e.g. art and music)
- Grades 1-2 Science and Social Studies
- Grades 1-2 Spanish Immersion Language Grades
- 1--5 ELL Emerging (All Courses) -- Refer to Grading Guide for EL's on page 5 of the Grading Policy
- Grades 6-8 Enrichment Courses (e.g. art and music) -- Does not include Band



JP SCHOOLS GRADING POLICIES 2024-2025

*As per JP Schools Policy, a score less than 50% may NOT be entered in the electronic gradebook

Common Assessment Grading Policies

1. Benchmarks in the courses and grade levels listed below must count as a major assessment grade in the marking period in which they are administered.
 - K-2 ELA & Math Benchmarks
 - 3-8 ELA, Math, Science, and Social Studies Benchmarks
 - High School LEAP 2025 courses (English I, English II, Algebra I, Geometry, Biology, Civics, & US History)
 - 3-8 ELA LEAP Connect Benchmarks
2. Post-Assessments in K-2 ELA and Math may count as a major assessment grade in the marking period in which they are administered.

Exceptions:

- In 1st and 2nd grades, students do not receive major and minor assessment grades in social studies. Therefore, the 1st and 2nd Grade SS EOYs may be counted as teachers as a participation grade based upon completion.
 - 3-8 Math LEAP Connect Benchmarks are pilots during the 24-25 school year. These tests may not be used as a major grade in the gradebook.
 - English Language Learners who have been in a U.S. school two years or less must participate in Benchmark Assessments. However, Benchmark Assessments shall not be entered as grades. In secondary schools, this exception applies only to students in the Newcomer program.
2. Diagnostic Assessments are intended to help teachers identify gaps in students' prerequisite knowledge. Diagnostic assessments and DIBELS 8 shall **not** be entered as grades.
 3. Conversion tables must be used to determine grades for Benchmark Assessment.