



2022-2023 Pupil Progression Plan

Local Education Agency: Morris Jeff Community School

Elementary Campus
211 S. Lopez St.
New Orleans, LA 70119

Middle School Campus
3819 Saint Claude Ave.
New Orleans, LA 70117

High School Campus
1301 N. Derbigny St.
New Orleans, LA 70116

Background and Purpose

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

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

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

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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

Grade 1

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

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

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

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

Morris Jeff Community School (MJCS) follows the PreK-3rd Assessment Guidance provided by the Louisiana Department of Education. The Acadience assessment is used as a literacy screener for students placed in kindergarten and grade 1 and is administered within the first 30 school days. In addition, the DRDP-K is used as a Kindergarten Entry Assessment for first-time kindergarten children and is also completed during the first 30 school days. The DRDP-K is a measure of children's development in key domains of school readiness (Approaches to Learning, Social Emotional, Language and Literacy, Math, and Physical Development). Results of the screener and entry assessment are used to confirm appropriate grade placement and inform interventions to support literacy proficiency and growth in key domains.

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

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

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

Morris Jeff will use the following criteria to determine the promotion of each student in grades K, 1 and 2:

- Performance on reading and math state standards as indicated by report cards.
- Performance on end of the year readiness requirements as indicated on a standardized measure such as Acadience
- Participation in a school-provided remediation program
- Regular school attendance is required in accordance with the LDOE attendance guidelines

Morris Jeff will use the following criteria to determine the promotion of each student in grade 5:

- Performance on state standards in Reading, English Language Arts, mathematics, science and social studies as indicated by report cards
- Performance on benchmark assessments such as Acadience Reading
- Performance on standardized measures such as LEAP and/or LEAP Connect assessments
- Participation in a school-provided remediation program
- Regular school attendance is required in accordance with the LDOE attendance guidelines

Each program's principal will review and either approve or reverse each determination of student promotion made by a teacher at the school.

Procedures for Grades 6 and 7:

1. Identification of students (6th & 7th grade) in danger of failing during the conclusion of the first semester of the school year.
 - a. Any students with an IBYTD grade 3 or lower in any subject area for the second quarter.
2. Students with a 3 or lower in an Art, Design, Physical & Health Education and/or Language Acquisition: Spanish will be contacted by the teacher of the subject area with classroom interventions and receive an "In Danger of Failure" communication from the Middle School administration.
3. Students with a 3 or lower in Individuals & Societies, Language and Literature, Mathematics and/or Science will have an Individual Academic Improvement Plan (IAIP) created and

- implemented through the school's Student Assistance Team (SATeam).
4. The IAIP will be implemented and revisited as needed during the third and fourth quarters of the school year.
 5. Regular school attendance is required for promotion in accordance with the LDOE attendance guidelines
 6. A determination of promotion to the next grade level will occur at the conclusion of the fourth quarter.
 - a. For promotion to the next grade, students must earn a final achievement level of 3 or higher in all subject areas.
 - b. If the student had a 0, 1, or 2 in Language and Literature and/or Mathematics, the student must complete and pass summer remediation in order to be promoted to the next grade.
 - c. If a student had a 0, 1, or 2 in any other subject area, the student must complete summer work and turn in summer work at the conclusion of summer remediation.
 7. At the conclusion of summer remediation, the principal will review and may approve without additional interventions, may approve promotion with additional intervention or may approve the retention of the student.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.

- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Morris Jeff will use the following criteria to determine the promotion of each student in grade 3:

- o Performance on state standards in Reading, English Language Arts, mathematics, science and social studies as indicated by report cards.
- o Performance on benchmark assessments such as Acadience Reading
- o Performance on standardized measures such as LEAP and/or LEAP Connect assessments
- o Participation in a school-provided remediation program
- o Regular school attendance is required for promotion in accordance with the LDOE attendance guidelines

Each program’s principal will review and either approve or reverse each determination of student promotion made by a teacher at the school.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth

grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

<p>Morris Jeff will use the following criteria to determine the promotion of each student in grade 4:</p> <ul style="list-style-type: none">o Performance on state standards in Reading, English Language Arts, mathematics, science and social studies as indicated by report cards.o Performance on benchmark assessments such as Acadience Readingo Performance on standardized measures such as LEAP and/or LEAP Connect assessmentso Participation in a school-provided remediation programo Regular school attendance is required for promotion in accordance with the LDOE attendance guidelines

Each program's principal will review and either approve or reverse each determination of student promotion made by a teacher at the school.

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

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in

transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

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

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

Procedures for Eighth Grade:

1. Identification of students (8th grade) in danger of failing* during the conclusion of the first semester of the school year.
 - a. Any students with an IBYTD grade 3 or lower in any subject area for the second quarter.
2. Students with a 3 or lower in an Art, Design, Physical & Health Education and/or Language Acquisition: Spanish will be contacted by the teacher of the subject area with classroom interventions and receive an "In Danger of Failure" communication from the Middle School administration.
3. Students with a 3 or lower in Individuals & Societies, Language and Literature, Mathematics and/or Science will have an Individual Academic Improvement Plan (IAIP) created and implemented through the school's Student Assistance Team (SATeam).
4. The IAIP will be implemented and revisited as needed during the third and fourth quarters of the school year.
5. Regular school attendance is required for promotion in accordance with the LDOE attendance

guidelines

6. A determination of promotion to the next grade level will occur at the conclusion of the fourth quarter.
 - a. For promotion to the ninth grade, students must earn a final achievement level of 3 or higher in all subject areas.
 - b. If the student had a 0, 1, or 2 in Language and Literature and/or Mathematics, the student should complete summer remediation in order to be promoted to the ninth grade. The student will be placed in transitional ninth grade.
 - c. If a student had a 0, 1, or 2 in any other subject area, the student must complete summer work and turn in summer work at the conclusion of summer remediation.
7. The principal will review and approve or reverse each determination of student promotion made by a teacher at the school.

*Eighth Graders taking High School Carnegie Level Courses will be dropped from High School Level courses if earning a grade of a D/F at the end of the first semester.

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.

PLEASE NOTE: In the event data (LEAP, FASTBRIDGE, TEACHER RECOMMENDATIONS) supports a student being placed in an intervention class, the parent will be notified and the student's IGP will be amended to indicate this change.

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

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

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

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

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

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

Information for school administrators

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

LHSAA Academic Credit Policy

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

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

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

Promotion Grades 9-12: The following criteria will be used to determine promotion for students in 9-12.

The final grade at the end of the year in each subject is the average of all of the quarter grades for the entire year. Carnegie units will be awarded upon course completion.

Please Note: Regular school attendance is required and in accordance with the LDOE attendance guidelines set forth for high school.

Coursework Grading Scale for Grades 9 – 12: The uniform grading system for all students enrolled in regular courses shall follow the state guidelines. Report card grades are expressed as letter grades. At Morris Jeff High School, the final grade at the end of the year in each subject is the average of all of the quarter grades for the entire year.

Note: International Baccalaureate Diploma Programme (IB DP) courses and Honors courses are weighted.

IB DP courses: A = 5, B = 4, C = 3, D = 2, F = 1

Honors courses: A = 4.4, B = 3.4, C = 2.4, D = 1.4, F = .4

Determination of Class Rank: Morris Jeff does not rank students.

Course Grading Requirements (9 – 12): Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the

duration of the course. In all instances, final examination results shall be counted as no less than 20% and no more than 25% of the grade for the reporting period. Mandated LEAP 2025 exams will be 20% of the total course grade and may be part of the final examination grade.

Progress Reports – Grades 9 – 12: All students must receive quarterly progress reports. Progress reports must be issued halfway through each marking period (i.e., mid quarter).

Course Credit for Incoming Freshmen: Incoming freshmen who earned credit for English I, English II, Algebra I, Geometry, Biology, and /or U.S. History in middle school must demonstrate proficiency by scoring BASIC or above on LEAP 2025 state assessments; otherwise, the student will be required to repeat the course.

Final Grade Calculations for courses that have a High School LEAP 2025 Assessment

$(\text{Quarter 1} + \text{Quarter 2} + \text{Quarter 3} + \text{Quarter 4} + \text{EOC}) / 5 = \text{Final Grade}$

Each quarter will be worth 20% and the LEAP 2025 assessment will also be worth 20%.

Final Grade Calculations for courses that do not have a High School LEAP 2025 Assessment

$(\text{Quarter 1} + \text{Quarter 2} + \text{Quarter 3} + \text{Quarter 4}) / 4 = \text{Final Grade}$

Each quarter will be worth 25%.

In the case of sequenced courses (e.g. English I, II, III, IV or Digital Media I & II, or French I and II) typically, Morris Jeff requires a student to complete and earn credit in a sequenced course before s/he is enrolled in the next course in the sequence. Students are required to recover credit in the course by attending and satisfying the requirements of summer school, or by repeating the course in the following academic year. **Students may only be awarded NEW academic credit in these cases:**

- Successful completion of a Carnegie unit at Morris Jeff high school.
- Enrollment at MJCS, if student has previously earned a high school Carnegie Unit in 8th grade AND passed the applicable LEAP 2025 (exception: waived in year 2020-2021 because no state testing in Spring of 2020) provided that documentation has been submitted by parent or through school records request.
- Transfer to MJCS, if student has previously earned a Carnegie Unit in high school provided that documentation has been submitted by parent or through school records request.
- Coursework taken at MJCS (including International Baccalaureate pre-Diploma Programme Summer Science preparation program if offered in summer and student graduation progress and/or course sequence.)
- Awarded through partnerships with NOCC and NOTEP.
- Proficiency testing - limited to Environmental Science for students in FULL Diploma Programme and in the respective language in the case of native speakers or alumni of language immersion programs of French or Spanish ONLY.

MJCS Credit Recovery

- A pupil who completed a course (1 unit or ½ unit) which typically earns Carnegie unit credit and who

is not satisfied with the course may elect to repeat the course, so long as the course is offered at MJCS and master schedule permits. The school retains the right to assign students to credit recovery or to repeat the full course. A course that a student has NOT failed, but that the student is not satisfied with, may be repeated one time during the academic year, if the student and school master schedule permit, and the pupil, in writing, with the parent or guardian's signature requests the principal's permission to repeat the course, and such permission is granted. This request becomes a part of the cumulative folder.

Students may recover credit from a course the student has previously failed (due to grade earned or insufficient attendance) according to the following:

-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 will typically limit scheduling credit recovery opportunities in order to satisfy this condition. In the case of the 2020 - 2021 academic year, in light of the cancellation of summer credit recovery due to Covid 19 school closures, the school will schedule senior students to recover the credit in the High School credit recovery program, and also seek permission for LDOE to award the credit in the case of successful completion of the course. Students will NOT earn credit for courses in credit recovery in excess of 2 per year, unless LDOE grants permission.

- A student who fails a course which typically earns Carnegie unit credit and/or is required for graduation progress MUST repeat the course, either by recovering credit by satisfying academic and attendance requirements of Morris Jeff Summer School, or by retaking the course the following academic year, or through the MJCS Credit Recovery program during the academic year.

- If ANY course (in credit recovery via Morris Jeff Summer School, or within the academic year through the MJCS Credit Recovery program) is retaken, the student record MUST reflect both grades earned in the course, and both grades MUST be used in calculating GPA.

- Students in credit recovery will be assigned a letter grade, A - F which will be reported as a credit recovery course grade in the Z column of the transcript.

Please note: The school reserves the right to have the student repeat the course in the setting the school deems most appropriate for his/her learning, either summer school at Morris Jeff or during the academic year. Morris Jeff Summer School and Morris Jeff credit recovery program during the academic year are the only programs approved for Morris Jeff students to recover credit.

In addition, in the event data (LEAP, FASTBRIDGE, TEACHER RECOMMENDATIONS) supports a student being placed in an intervention class, the parent will be notified and the student's IGP will be amended to indicate this change.

VI. 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 supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

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

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

A review of records and performance on the Acadience assessment will be used to confirm appropriate grade placement and inform interventions to support literacy proficiency for students transferring to MJCS in grades K-5.

VII. Support for students

School year support

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

- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

MJCS establishes and monitors compliance with civil rights requirements for English Learners through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAs receiving Title III funds. All LEA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.

X. Alternative education placements

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

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

In the event that an alternative setting is considered for a current MJCS student, MJCS follows its Response to Intervention structures which may include student's response to intervention data, parent participation, advice from other professionals, etc. when considering alternative placement in conjunction with local/state guidelines and the receiving organization.

XI. Due process related to student placement and promotion

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

Regular education students: In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the Programme Director or the Principal/Head of School to discuss the discrepancy. Parents/guardians may request an appeal of a disputed grade through the Director or Principal/Head of School. All final decisions will be documented and placed in the student's cumulative record. Upon the request of a high school senior student (not in the Diploma Programme of IB) who has failed a course(s)/semester necessary for graduation, the student shall be afforded the privilege of requesting an examination in each of the courses failed. The examination will be comprehensive, and the grade earned on the examination will be considered the final grade for the course/semester. The request for the examination(s) will be contingent upon the student's having met the minimum attendance requirements. The examination will be scheduled not later than twelve (12) days prior to the date set for graduation.

Students with disabilities: Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the SATeam.

Section 504 students: Section 504 students shall follow the guidelines set forth for the regular education students.

XII. Additional LEA policies related to student placement and promotion

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

In the high school, the following items apply:

- There shall be four 9-week grading periods.
- Carnegie units are awarded at the end of the school year for year-long courses. Carnegie units for semester long classes are awarded at the end of the semester.
- At the midpoint of each grading period, progress reports will be issued.
- In LEAP 2025 HS (or EOC) courses—English I, English II, Algebra I, Geometry, and Biology I—the test score as converted based on the LDE conversion chart will count as 20% of the final grade for the course.
- Morris Jeff does not rank students for graduation class ranking purposes.

Students may only be awarded NEW academic credit in these cases:

- Enrollment at Morris Jeff, if student has previously earned a high school Carnegie Unit in 8th grade AND passed the applicable LEAP 2025 (exception: waived in year 2020-2021 because no state testing in Spring of 2020)
- Transfer to Morris Jeff, if student has previously earned a Carnegie Unit in high school
- Coursework taken at Morris Jeff (including International Baccalaureate pre-Diploma Programme Summer Science preparation program if offered in summer and student graduation progress and/or course sequence.)
- Awarded through partnerships with NOCC and NOTEP.
- Proficiency testing - limited to Environmental Science for students in FULL Diploma Programme and in the respective language in the case of native speakers or alumni of language immersion programs of French or Spanish ONLY.

Students may recover credit from a course the student has previously failed (due to grade earned or insufficient attendance) according to the following:

- 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 will typically limit scheduling credit recovery opportunities in order to satisfy this condition. ***Students will NOT earn credit for courses in credit recovery in excess of 2 per year, unless LDOE grants permission.***
- A pupil who completed a course (1 unit or ½ unit) which typically earns Carnegie unit credit and who is not satisfied with the course may elect to repeat the course, so long as the course is offered at Morris Jeff Community School and master schedule permits. A student may NOT elect to enroll in credit recovery; the school retains the right to assign students to credit recovery or to repeat the full course.
- A student who fails a course that typically earns Carnegie unit credit and/or is required for graduation progress MUST repeat the course, either by recovering credit by satisfying academic and attendance requirements of Morris Jeff Summer School, or by retaking the course the following academic year, or through the MJCS Credit Recovery program during the academic year.

A course that a student has NOT failed, but that the student is not satisfied with, may be repeated one time during the academic year, if the student and school master schedule permit, and the pupil, in writing, with the parent or guardian's signature requests the principal's permission to repeat the course, and such permission is granted. This request becomes a part of the cumulative folder.

Credit Recovery

If ANY course (in credit recovery via Morris Jeff Summer School, or within the academic year through the MJCS Credit Recovery program) is retaken, the student record MUST reflect both grades earned in the course, and both grades MUST be used in calculating GPA.

Students in credit recovery will be assigned a letter grade, A - F which will be reported as a credit recovery course grade in the Z column of the transcript.

Please note: The school reserves the right to have the student repeat the course in the most appropriate setting for his/her learning, either summer school at Morris Jeff or during the academic year. Morris Jeff Summer School and Morris Jeff credit recovery program during the academic year are the only programs approved for Morris Jeff students to recover credit.

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Morris Jeff Community School 2022-2023 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: 9-9-22

Patricia M. Perkins

Superintendent

Blaine LeCesne

Board President