

A light blue graphic of the state of Louisiana is centered at the top of the page. The text "Louisiana Believes" is written in a green, hand-drawn style font across the map, and a thin green horizontal line is drawn below it.

Louisiana Believes

2015-16

Pupil Progression Plan

Format and Content

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State Superintendent of Education

March 2015

Louisiana State Board of Elementary and Secondary Education

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2015-16 UPDATES

III. Promotion K – 8

2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2015-2016 school year, placement decisions for fourth students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
4. At the conclusion of the 2015-2016 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
6. 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 on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria and evidence for determining if a first-time fourth grader will be placed in fifth grade. Identify which resources, including performance on classroom assignments or benchmark assessments, will be utilized to provide evidence of student learning and who will make the decision.

B. High Stakes Testing Policy

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade

at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

▶ Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

▶ Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

▶ What Career Readiness Course Opportunities will be provided to the students?

▶ How will an appropriate T9 curriculum be identified and implemented?

C. Elementary Program of Studies Requirements

3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)

IV. High School Graduation Requirements

B. High School Graduation Pathways

4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade in 2014-2015 and beyond
5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
8. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised March 2010). The format for writing the Pupil Progression Plan (PPP) was updated (April 2011). The following information will explain the format and how to use it. Anything printed in **green** is to be included in your PPP, while anything printed in **black** is explanation. Include all district policy and responses in **blue**.

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INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL, AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN	
<ul style="list-style-type: none">• a formal submission statement• a local contact information page• a listing of the committee of educators appointed by the superintendent• a listing of the parents appointed by the school board• documentation of input into the PPP by educators/parents, and• copies of the public notice of the PPP prior to approval of PPP (dates and location)	
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Pupil Progression Plan

for

Morehouse Parish School System

for

2015-16

Submitted to Louisiana Department of Education

September 30, 2015

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SECTION I

Formal Submission Statement

Assurance is hereby made to the State Department of Education that the Morehouse Parish School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17:24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state, and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

Assurance is thereby made that this school system shall not discriminate in the rendering of services to and/or employment of individuals because of race, color, religion, sex, age, national origin, disability, veteran status, or any other non-merit factor.

Superintendent

School Board President

Pupil Progression Plan Committee Members

Approved by the Morehouse Parish School Board and Superintendent

Parents

Brandy Blakely
Tierny Brooks
Latonya Davenport
Janet Garrett
Arthurnese Nimmers
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Educators

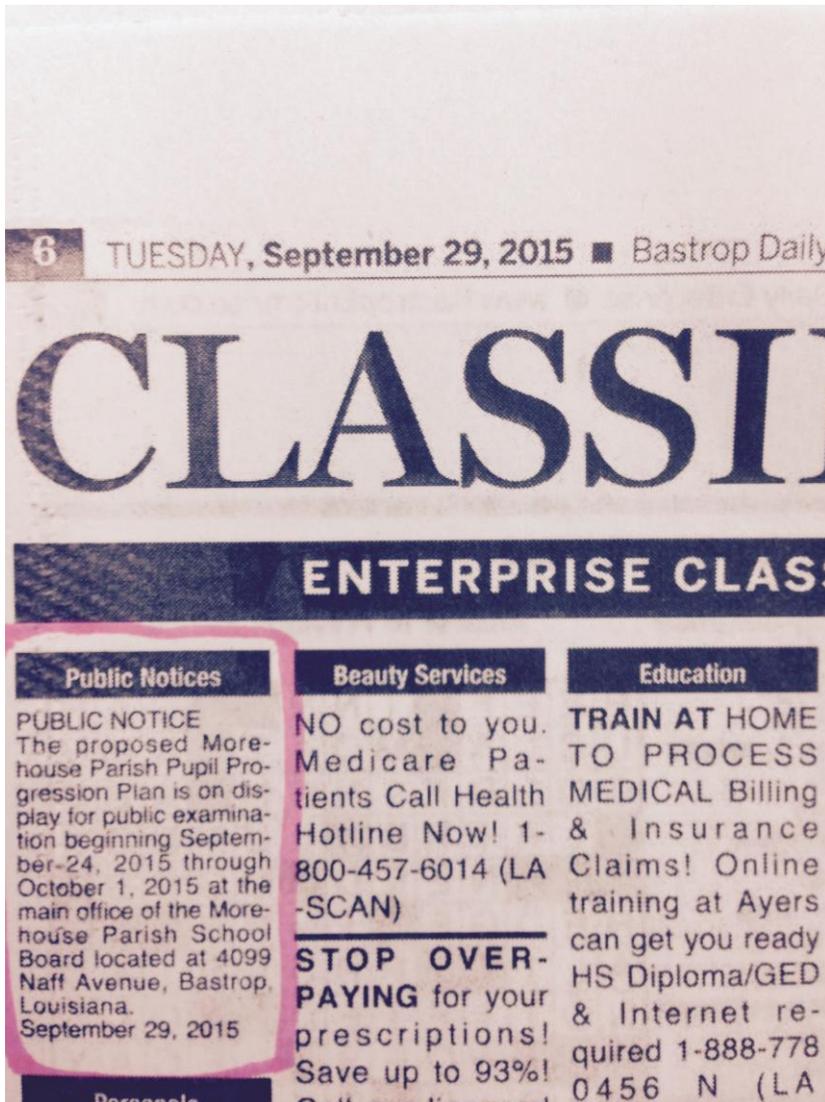
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Public Meetings were held on the following dates:

- April 22, 2015
- April 27, 2015
- April 29, 2015
- May 4, 2015
- May 7, 2015

Electronic distribution via email prior to MPSB action

Public Advertisement of draft = September 29th, 2015.



PUPIL PROGRESSION PLAN
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(Date)

SECTION II

STATE AND DISTRICT POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program (LEAP) and is aligned to state laws and BESE policies.

I. Placement

A. Kindergarten and First Grade Entrance and Screening Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria (Bulletin 741 §1107 B.):
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.
 - ▶ Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.)
[Developing Skills Checklist](#)
2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. (Bulletin 741 §1111 C.)
 - a. 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. (Bulletin 741 §1111 D.)
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled. (Bulletin 741 §1111 C.1.)
 - ▶ Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable.

Not Applicable

- c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten attendance shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade. (Bulletin 741 §1111 C.2.)

► Name the academic readiness screening instrument used for those students from out-of-state who are entering first grade and not meeting the requirements herein for kindergarten attendance.

Developing Skills Checklist

3. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criteria for placement. (Bulletin 741 §325 C.)

► Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time.

Developing Skills Checklist

B. Transfer Students

1. A student transferred from a state-approved school, in- or out-of-state, public or nonpublic, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned, shall be required. (Bulletin 741 §707)
 - a. Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Supervisor of Special Education before the student is enrolled in a special education program.
 - b. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.
2. Local school officials from any state-approved school receiving a student from an unapproved school, in- or out-of-state, approved home study programs, or foreign schools will determine the placement and/or credits for the student through screening, evaluations, and/or examinations. (Bulletin 741 §707)
 - a. The LEA may require the student to take an examination on any subject matter for which credit is claimed.

- b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
- c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state authorized placement test.
- d. The LEA PPP shall govern whether exceptions to High Stakes Testing Policy will be considered for nonpublic and home schooled students who do not participate in both spring and summer administrations of the state mandated assessments and/or do not attend summer remediation.

► Describe the placement policies for nonpublic and home schooled students in fourth and eighth grades who do not participate in both spring and summer administrations of the state mandated assessments for English and Math and/or do not attend summer remediation.

Non public and home schooled students in fourth and eighth grades that do not participate in either the spring or summer administration of the LEAP test and/or do not attend summer remediation will be evaluated for placement based on student records and achievement levels on the LEAP placement exam and/or tests approved by the Director of Psychological Services.

► Describe the placement policies for transfer students entering transitional 9th grade.

Transfer students entering a transitional 9th grade students shall have not met LDOE promotional standards as determined in the High Stakes Testing Policy, but will have met all other 8th grade promotional requirements. Students transferring from other systems that do not require the standard as described by the High Stakes Testing Policy will be administered the LEAP placement exam and/or tests approved by the Director of Psychological Services to determine placement. Exceptions this policy may be made at the request of the Parish Review Committee with consultation from the Superintendent.

to

► Describe the policies for the placement of all students, including kindergarteners, transferring from all other systems and the provisions for awarding credit for elementary students (K–8) and secondary students (9–12), including:

- Approved schools within the state (public/nonpublic)
- Approved out-of-state schools (public/nonpublic)

- Home Study and Unapproved schools (public/nonpublic)
 - Student entering 5th or 9th grade
 - Names of the entrance tests used to determine grade placement
 - The procedure used for determining Carnegie credit for high school students

▶ List the placement test(s) administered to the above-mentioned transfer students, if applicable.

A student transferring from a state-approved school, public or non-public, in or out of state, shall be allowed credit for work completed in a previous school. A properly certified transcript; showing the student’s record of attendance, achievement, immunization and the units of credit earned, shall be required of students transferring from one school to another.

A student transferring from Home Study and unapproved schools shall meet the following provisions:

Grade K

A student must be 5 years old by September 30th of the current year to be enrolled in Kindergarten.

Grades 1-8

When appropriate, students will be accepted and placed in the grade indicated by reports presented at the time of registration until an official transcript is obtained. Request for transcripts should be made immediately. Students transferring to a school from out of district shall be required to take a test approved by the Parish Review Committee to be considered for promotion.

The principal and/or assistant principal and the teacher shall re-evaluate placement at the end of two weeks to determine if further diagnosis is necessary and if shifts in instruction should be made.

Grades 9-12

A student at the high school level will be placed in the appropriate grade at the end of the school session if he/she has earned credits from the courses listed in Bulletin 741 as follows:

- 10th grade - - - - - 5 credits**
- 11th grade - - - - - 11 credits**
- 12th grade - - - - - 17 credits**

Any child previously being taught under the Home Study Program who is transferring to the Morehouse Parish Public Schools will be evaluated and placed in the instructional program following the most recent BESE adopted guidelines for Home Study.

For admission or readmission of Home Study/Unapproved School students, the following evaluation instruments will be used to determine the grade level at which students should be admitted:

Grade 1: Students must score 85% or better on the Morehouse Parish Kindergarten Final Test

Grade 2-12: Woodcock Johnson Achievement Test, LEAP Placement Test, and/or other tests as approved by the Director of Psychological Services.

Students entering the Morehouse Parish School System in grades 5, 9, or 12 must take and pass the state criterion-referenced or LEAP test for the preceding respective grade completed.

Carnegie Units are awarded to all transfers from home study and unapproved schools in the following manner:

The school principal shall award Carnegie Units of credit based on student's school records and student achievement score on the Woodcock-Johnson Achievement Test or other BESE approved course specific proficiency exam in accordance with the state uniform grading scale requirement for passing.

For Transitional 9th grade consideration the following considerations will apply:

1st retention in 8th grade

After Summer School the student must meet all three of the following criteria either in the regular school term or in Summer School:

1. Pass either Math or ELA
2. Pass either Science or Social Studies
3. Meet the 92% attendance requirements during Summer School

2nd retention in 8th grade

After Summer School the student must meet all three of the following criteria:

1. Meet the 92% attendance requirements during Summer School

2. **Demonstrate acceptable effort by completing all required classwork and assignments during Summer School**
3. **Exhibit acceptable behavior**

C. Limited English Proficient (LEP) Students

1. The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

a. Establish procedures to identify language minority students.

▶ Describe the procedures the LEA has established to identify language minority students.

New students entering the system are screened to identify if LEP services are needed. Language surveys are sent to homes of current students to help with early identification of LEP students.

b. Establish procedures to determine if language minority students are Limited English Proficient.

▶ Describe the procedures the LEA has established to determine if language minority students are Limited English Proficient.

Any student whose home language is other than English (as determined by the Language Survey) and is referred by Morehouse Parish schools will be administrated the IPT II English Proficiency Test.

c. 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.

▶ Describe the procedures for age-appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the Limited English Proficient student.

- **Any student determined to be limited in English skills shall be provided special language services which address their need for becoming fluent and literate in English.**
- **LEP students shall be provided the opportunity to participate in the same curriculum, instructional programs, support services and extracurricular activities as all other students. LEP students shall be initially placed in an**

age appropriate class unless previous records indicate alternative placement or needs.

- **Grading – During the time a student is classified LEP, grades assigned to a Limited English Proficient student must not be based solely on English proficiency but on cooperation, effort, and participation in classroom assignments to the degree his English language proficiency allows, and, upon the level of progress attained as evaluated on an individual basis.**
- **Participation grades can be assigned in grades 1-8 or until the student has been determined English proficient. Participation can only be assigned in grades 9-12 for one semester. However, scheduling considerations may be necessary in these grades to allow the student to attend fewer language-based classes and more universal classes such as art, music, P.E., etc. in order to focus on acquiring proficient English. Students and parents must be informed of the possible extended time for high school graduation.**
- **Grades that represent a participation grade should be written as e.g., B/LEP. If a LEP student is able to perform the skills in a particular subject, he should be given an achievement grade in that subject, following the regular grading scale. The assigning of a participation grade is subjective. The student within his/her language capabilities should be expected to do the following:**

- * **Pay attention in class**

- * **Follow directions**

- * **Have required materials**

- * **Participate in class activities within reasonable expectations**

- * **Complete homework assignments**

- **Promotion and retention policies for LEP students in a regular instructional program will be the same as for other regular students; however, LEP students shall not be retained solely on the lack of English proficiency.**

- **LEP students shall participate in statewide accountability assessment if the student is enrolled at the time of assessment. All assessment guidelines governed by NCLB regulations and state policies will be followed.**

d. Establish procedures to monitor former Limited English Proficient students for two years.

► Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years.

Morehouse Parish has employed an instructor to work with the LEP students. The instructor monitors and assists the students in instruction within the regular classroom each year they are in our parish.

- e. No LEP student shall be retained solely because of limited English proficiency.

Title VI of the Civil Rights Act of 1964: Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. (See: Louisiana District and School Administrators English Language Learners Program Handbook)

D. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school superintendent and/or parent or guardian (R.S. 17:24.4 G.).
2. Each local school board may adopt policies whereby it may review promotion and placement decisions, in order to ensure compliance with its local plan (R.S. 17:24.4 G.).

► Describe the LEA's policy that addresses how promotion and placement decisions are monitored periodically to determine that the LEA's policies are being implemented uniformly across the system. Explain how, upon request, an individual, such as a parent, teacher, principal, superintendent, etc., could initiate an individual review.

1. **A Parish Review Committee shall be organized. Members of the committee shall be the instructional supervisors, pupil appraisal representative, and if needed, other members chosen from various schools' SBLC or other academic supervisory personnel.**
2. **At least once a year, the Parish Review Committee shall thoroughly monitor all schools' placement decisions to determine if the parish's policies are being implemented uniformly throughout the system.**
3. **Documentation consisting of all student records and performance standards used in rendering promotion decisions shall be forwarded to the Parish Review Committee within one working day after the school's SBLC meeting. The instructional supervisor shall maintain an ongoing monitoring process through information presented by the SBLC.**
4. **Request for Review – A student, parent, teacher, supervisor, or the superintendent may request through the principal, in writing, an SBLC review of a student's placement. If not satisfied with the review by the SBLC, the individual may request in writing a review by the Parish Review Committee. Request must be made as soon as possible, but shall not be considered after June 15 of that school year.**

5. No student shall be enrolled in summer school or receive private tutoring for promotion without the approval of the SBLC and the Parish Review Committee. This does not apply to tutoring for remediation purposes only.

II. Attendance Policy

- A. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. (Bulletin 741, §1103.G)

III. Promotion K – 8

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)
3. At the conclusion of the 2015-2016 school year, placement decisions for fourth students shall be made according to local pupil progression plans, which shall outline the evidence of student learning used to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments (Bulletin 1566 §701)
4. At the conclusion of the 2015-2016 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 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 in 2015-2016 exceeds the percentage of eighth graders in

that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)

5. All placement and promotion requirements for 4th and 8th graders shall be aligned with current BESE guidelines as outlined in the *High Stakes Testing Policy*. (Bulletin 1566 §701)
6. 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 on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior, the student has not otherwise met the local requirements for promotion. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

► Describe the LEA's criteria and evidence for determining if a first-time fourth grader will be placed in fifth grade. Identify which resources, including performance on classroom assignments or benchmark assessments, will be utilized to provide evidence of student learning and who will make the decision.

- a. **Student must have passed teacher assigned grades in four of five major subjects; three of which must be reading, math, and English.**
- b. **Student must be in attendance the required number of days to receive credit.**
- c. **Student must score Approaching Basic on the 4th grade high stakes test in either math or ELA (if results are available in a timely manner)**
- d. **Student must attend summer remediation 92% of the offered days.**
- e. **Student must participate in the Summer Retest if a test is available.**
- f. **The Parish Review Committee and the Superintendent will make this decision.**

► Describe the LEA's plan for intervention and remediation for the non-proficient student for the summer and school year.

- a. **Students will receive intense instruction during Summer Remediation with individually prescribed instruction based on that student's testing and progress monitoring data.**
- b. **Students promoting to the 5th grade based on this policy will be provided individualized tutoring in the non-proficient areas.**

► Describe the LEA's criteria for determining if a first-time eighth grader will be placed in transitional ninth grade, if the student is determined to be non-proficient. Identify which resources will be utilized to make the placement decision and who will make the decision.

- a. **Students must have passed teacher assigned grades in four of five major subjects; three of which must be reading, math, and English.**
- b. **Students must be in attendance the required number of days to receive credit.**
- c. **Students must attend summer remediation 92% of the offered days.**
- d. **Students must participate in the Summer Retest if a test is available.**
- e. **The Parish Review Committee and the Superintendent will make this decision.**

► Describe how you will address remediation for transitional 9th grade students during the summer and school year while ensuring credit accumulation and exposure to 9th grade level ELA and math content.

- a. **Students will receive intense instruction during Summer Remediation with individually prescribed instruction based on that student's testing and progress monitoring data.**
- b. **Students promoting to the Transitional 9th grade will be provided individual tutoring in the subject area the student has been determined as non-proficient.**
- c. **Transitional 9th grade students will be enrolled in English I and either Algebra I or Foundations of Algebra (depending on their 8th grade math score or the latest standardized test data for Math, any math grade below a "C" demonstrates a need for Foundations of Algebra).**

► Describe the function of the SBLC as it relates to student promotion and retention. **This committee shall review each student's performance, including scores from standardized testing, on an individual basis and make a placement decision that will be in the best interest of the student. The SBLC with approval of the Parish Review Committee may consider extenuating circumstances when determining promotion for students, especially those with multiple retentions.**

B. High Stakes Testing Policy

1. The decision to retain a student in the fourth or eighth grade more than once as a result of his/her failure to achieve the passing standard on the English Language Arts and Mathematics components of the state mandated assessments shall be made by the LEA in accordance with the local Pupil Progression Plan. (See Chapter 7 of Bulletin 1566 for additional policies regarding High Stakes Testing.)

► Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Proficient* achievement level on the state mandated assessments for English and Mathematics.

A student who has repeated 4th grade due to high stakes testing will be promoted to the 5th grade if he passes teacher assigned grades.

► Describe the criteria that determine to what grade a student will be promoted if he/she has repeated the 4th grade at least once as a result of failure to demonstrate proficiency on the state mandated assessments for English and Math and if he/she will be 12 years old on or before September 30th of the next school year. (Bulletin 1566 §703 D.)

A student who has repeated the 4th grade due to not meeting state criteria but has passing scores in teacher assigned grades and who will be 12 years old before September 30 may be promoted to the 5th grade by the Parish Review Committee with parental approval.

► Describe the LEA's criteria for determining which 4th grade student(s) will be granted a Twenty Point Appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. (Bulletin 1566 §707 D.)

Any 4th grade student may appeal test results as long as they have met the criteria established by the high stakes testing policy. The student's home school is responsible for gathering documentation for the SBLC form and making a decision prior to sending the request to the Parish Review Committee.

► Describe the fourth grade transitional program required for students who meet the criteria. (Bulletin 1566 §703 C.)

Students that meet the state criteria for the 4th grade transitional program will be placed in 5th grade classes and receive remedial instruction for 4th grade deficiencies through ELA and Math Intervention. These students will take the 4th grade LEAP Test in the spring. If they

meet promotional standards and pass teacher assigned grades for 5th grade, they will promote to 6th grade. If they are not successful with the LEAP remediation retake and on the 5th grade teacher assigned grades, they will repeat 5th grade or be referred for SBLC consideration.

► Describe the locally-mandated attendance requirements for summer remediation that are used as a criterion for exceptions to High Stakes Testing Policy. (Bulletin 1566 §707)

Students who fail to meet testing B/ABstandard must attend the Morehouse Parish Summer Remediation Program 90% of the scheduled time in order to be considered for promotion, waivers, appeals, and overrides.

2. At the conclusion of the 2015-2016 school year, LEAs shall follow the guidelines set forth in Bulletin 741: §701.B 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 relatively stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2015-2016 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2013-2014 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §701.B)

► Describe the customized counseling structure (e.g., a support team) to support each Transitional 9th Grade student.

Students promoted to the Transitional 9th grade will be required to attend orientation with their parent/guardian to explain the 9th grade transitional program. The orientation will be conducted by a school administrator and the Freshman Academy counselor. Each student will be individually advised on the recommended courses they should enroll according to that student's previous performance on report card grades, standardized testing, progress monitoring, and other available school data. Students will be explained that they will be enrolled in tutoring in the areas that have been found deficient.

► Explain how an individual student's progress will be tracked, specifying the data the support team will use to identify student progress and gaps.

Transitional 9th grade students will be part of the Freshman Academy. Teachers, counselors, administrators, and parents will participate in regularly scheduled meetings to discuss progress and suggested interventions as needed.

► What Career Readiness Course Opportunities will be provided to the students?

Transitional 9th grade students will be enrolled in Journey's to Careers and will also receive career counseling from Compass Career

Counselors and Jobs For Americas Graduates (JAG) during the school year. These students will be provided information on the Jumpstart Program and be given exposure to multiple career pathways through Career Fairs and JAG field trips.

► How will an appropriate T9 curriculum be identified and implemented?

Curriculum teams will examine Common Core Standards that students should have mastered by the end of the 8th grade to determine academic readiness for incoming 9th graders. Students not demonstrating proficiency on their final report card or standardized test will be recommended for foundational courses in those areas. Students will be monitored each 4 weeks to determine progress and necessary interventions.

C. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of English Language Arts, Mathematics, Social Studies, Science, Arts, Health, and Physical Education. (Bulletin 741 §2313)
2. Each elementary school shall provide 63,720 minutes of instructional time per year. (Bulletin 741 §333)
3. Each LEA will provide instruction aligned to BESE-approved standards and shall have the autonomy and flexibility to develop, adopt, and utilize instructional materials that best support their student's achievement of the standards. (Bulletin 741 §2301)
4. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six and 150 minutes per week in grades seven and eight. (Bulletin 741 §2313)

► List detailed and specific LEA promotion requirements by grade level for K-8. If promotion criteria for 4th and 8th grade students exceed the state requirements of passing the state mandated assessments, list any additional requirements.

PROMOTION CRITERIA FOR KINDERGARTEN

A child must be in attendance a minimum of 60,120 minutes to receive credit for the year's work.

1. **The final grade is calculated by averaging the score made on the 4th and 5th six-weeks test. This score is then averaged with the score made on the Kindergarten Final Test. The final average must be 85% or better for promotion.**
2. **Students who have not attended a Morehouse Parish Kindergarten must demonstrate mastery at the 85% level on the Morehouse Parish Final Test.**

3. Grading Policy

Letter grades will not be assigned in Kindergarten with the exception of conduct. No grade lower than “C” may be awarded in conduct unless the teacher has had personal contact with the parent during the grading period to discuss the student’s academic status. A checklist of skills will be sent to parents indicating student mastery of content standards.

PROMOTION CRITERIA FOR GRADES 1 AND 2

- 1. Student must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Student must earn teacher assigned grades with passing marks in reading and math.**

GRADE 3

Promotion

- 1. Students must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects of which three must be reading, English, and math; and at least one other core subject.**

Grade 4

Promotion

- 1. Students must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects of which three must be reading, English, and math; and at least one other core subject.**
- 3. Students must meet requirements as identified by state testing or local PPP exceptions.**

**GRADE 5
Promotion**

- 1. Students must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects of which three must be reading, English, and math; and at least one other core subject.**

**GRADE 6
Promotion**

- 1. Students must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects of which three must be reading, English, and math; and at least one other core subject.**

**GRADE 7
Promotion**

- 1. Students must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects, of which three (3) must be reading, English, and math; and at least one other core subject**

**GRADE 8
Promotion**

- 1. Student must attend a minimum of 60,120 minutes to be considered for promotion.**
- 2. Students must pass five (5) out of seven (7) subjects of which three (3) must be reading, English, and math; and at least one other core subject**
- 3. Students must meet requirements as identified by state testing or local PPP exceptions.**

▶ Describe the elementary foreign language program for academically able students in grades 4–8.

Morehouse Parish will request a waiver from the elementary foreign language program for grades 4-8

○ Explain the local definition of the term “grade level” or “on grade level.”

Students are determined to be on grade level based on the successful completion of the previous year criteria for promotion.

IV. High School Graduation Requirements

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a. By passing a course in which the student is enrolled and meeting instructional time requirements, as set forth below; or
 - b. By demonstrating proficiency as set forth below.
2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and student's 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 minutes, and students shall be in attendance for a minimum of 3,758 minutes.
3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:
 - a. the name of the examination used to measure proficiency, if nationally recognized, or
 - b. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c. a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
 - a. If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript.
 - a. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

► List detailed and specific LEA Carnegie unit requirements and promotion requirements by grade level for grades 9-12.

PROMOTION 9 -12

A. Carnegie Credit Time Requirements

- I. Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows: (Bulletin 741 §907)**
 - a. 10, 620 minutes for a six-period schedule;**
 - b. 9,103 minutes for a seven- period schedule; and**
 - c. 7,965 minutes for eight-period or 4 x 4 block schedules.**
 - d. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie Credit to be earned.**
 - e. For credit recovery courses, follow the policy in Bulletin 741.**
 - f. For distance learning courses, time requirements do not apply. (Bulletin 741 § 2395 A.2.)**

Grade 9 - Students must acquire five (5) Carnegie Units

Grade 10 - Students must have 11 Carnegie Units

Grade 11 - Students must have 17 Carnegie Units

Grade 12 - Students must meet state requirements for graduation

► Describe the LEA's policy for awarding ½ unit of credit.

If the student attempts the whole unit, but does not successfully pass the unit, he will receive a ½ unit of credit for the semester in which he earned a passing grade. If a student passes the first semester of a whole unit class, but fails the second semester, the student is strongly urged to take the entire course over. The student repeating the class will receive the benefit of the higher grade for the semester previously passed. In order for students to receive credit for the second semester in courses that have an end-of-course exam, the student must earn a minimum, or better, passing grade for the final grade in that course.

B. High School Graduation Requirements

- 1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.**
- 2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those**

- instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741 §2317)
3. Graduation requirements for the College Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - a. Students who entered the ninth grade prior to 2008-2009,
 - b. Students entering the ninth grade in 2008-2009 to 2013-2014 who are completing the Louisiana Core 4 Curriculum, and
 - c. Students entering the ninth grade in 2008-2009 to 2013-2014 who decide after their second year of high school to complete the Basic Core Curriculum.
 4. Graduation requirements for the TOPS University Diploma may be found in §2318 of Bulletin 741, including the requirements for the following students:
 - b. Students who entered the ninth grade in 2014-2015 and beyond
 5. Graduation requirements for the Career Diploma may be found in §2319 of Bulletin 741.
 - a. A student who seeks to pursue a Career Diploma shall:
 - i. Fulfill the all the requirements for promotion to high school;
 - ii. Fulfill the course requirements for a Career Diploma found in Bulletin 741 §2319; and
 - iii. Meet the entry or admissions requirement set forth in the chosen Career Major program.
 6. Students may switch from the Career Diploma pathway to the College Diploma pathway or vice versa at the end of each semester. (Bulletin 741 §2317 G. and H.)
 7. In addition to completing at least the minimum Carnegie credits, students must meet the assessment requirements to earn a College diploma, TOPS University Diploma, or a Career Diploma. (Bulletin 741 §2318 B. and §2319 B.)
 - a. Incoming freshmen prior to 2010-2011 must pass the English Language Arts and Mathematics components of the GEE or LAA 2 and either the Science or Social Studies components of the GEE or LAA 2 to earn a high school diploma.
 - i. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required components of GEE or LAA 2, if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE test. (Bulletin 741 §2318 B. and §2319 B.)
 - b. Incoming freshmen in 2010-2011 and beyond must pass End-of-Course Tests in the following categories:
 - i. English II or English III
 - ii. Algebra I or Geometry
 - iii. Biology or American History

- c. Students with disabilities identified under IDEA who meet the eligibility criteria previously used for LAA 2 participation and have entered high school in 2013-14 or before may meet the graduation assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2.
 - d. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a waiver if the student meets all other graduation requirements and is able to pass two of the three required EOC tests, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required EOC test. (Bulletin 741 §2318 B. and §2319 B.)
8. If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state-established assessments required for graduation, the IEP team may determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation. (Bulletin 1530 §405).

V. Retention Policy

- ▶ State the number of times a student may be retained in each grade or level.
Morehouse Parish School System does not limit the number of times a student can be retained. However, every effort will be made to consider intervention strategies and a thorough review of all data for the purposes of student promotion.
- ▶ Describe any additional LEA policies that may determine student retention.
Morehouse Parish School System Parish Review Committee will review every case of student retention on an individual basis to exhaust every effort to promote the student.
- ▶ Describe the intervention/remediation strategies to be used to prevent retention or in lieu of student retention at the lower grades.
Morehouse Parish students in lower grades receive extensive response to intervention using DIBELS and the available reading and math series intervention kits from classroom teachers and school interventionist. Three tier intervention, subject specific remediation, after school tutoring and summer remediation in core subjects are all utilized to remediate targeted students

VI. Acceleration

► Describe the policies and procedures that address the placement of students who demonstrate that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K–8 and grades 9–12.

A. Grades K-8

The Morehouse Parish School System, in every practical opportunity, will foster horizontal acceleration in preference to vertical acceleration. Students may be referred for possible acceptance and inclusion in the parish Gifted Program for grades K-8 from the SBLC as well as with parent request. Early admission will be determined by pre-school screening and assessment results along with the referrals. This will allow for the social interaction with peers. Placement in the Gifted Program is determined by the student meeting the criteria for Gifted as set forth in Bulletin 1508, Pupil Appraisal Handbook and with approval of the IEP Committee.

B. Grades 9- 12

- 1) This program will provide enrichment experiences with special emphasis on appreciation of the fine arts.
 - 2) Students are provided access to early admission programs at the college level.
 - 3) Adequate course offerings in conjunction with flexible time schedules allow for a high school students to graduate in three years rather than the traditional four years.
 - 4) When a school official believes a student has mastered eligible subject matter equivalent to proficiency in a course, that students may be administered proficiency examinations for high school credit in that course. The testing instruments must be approved by the Division of Student Standards and Assessments.
 - 5) All students are eligible for consideration in advance placement classes, and dual enrollment courses are available to students that meet the academic requirements for that course.
- Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies.

The Morehouse Parish School Board does not recommend acceleration into grade groupings which place the student in constant contact with older students. Horizontal acceleration is preferred over vertical acceleration for students demonstrating the potential to benefit from advanced placement.

SBLC and/or parent request are used to identify possible candidates to screen for such situations. MPSB Pupil Appraisal, in conjunction with Morehouse

Parish Special Services Department will utilize screening instruments to identify these students in accordance to Bulletin 1508.

- ▶ Describe any applicable policies and procedures for grade “skipping.”
Not applicable for Morehouse Parish high schools. Students may not exit approved schools and return to a grade level higher than the equivalent years of those students attending public schools.
- ▶ Describe any policies governing services for gifted students.
Gifted students in grades 1-8 are served at Morehouse Magnet School. Grades 1-5 receive all grades in the regular classroom with additional gifted enrichment classes.

Grade 1 Enrichment – Comprehensive units based in Science and Social Studies which include embedded reading, math, and logic skills.

Grade 2-5 Enrichment – Literature based reading units with additional science and social studies projects.

Grade 6-12 students receive ELA grade required curriculum in the gifted class with additional literature based enrichment activities

A. Early Graduation

1. 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. (Bulletin 741 §2317)
 - a. The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
 - b. LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.
 - ▶ Describe the components and requirements of the local early graduation program.
Morehouse Parish students may be eligible for early graduation by participating in dual enrollment courses, virtual school courses, and courses for Carnegie Credit at the middle school level and other programs offered through summer AP projects.

VII. Remediation

A. Legal Authorization

1. R.S. 17:24.4 G provides that those students who fail to meet required proficiency levels on the state administered criterion-referenced tests of the Louisiana

Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by BESE.

2. R.S. 17:394–400 is the established legislation for the remedial education programs.
3. A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by BESE pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction. (R.S. 17:395 A).

B. Purpose

1. The intent of remedial educational programs is to improve student achievement in the grade-appropriate skills identified as deficient on the state’s criterion-referenced testing program for grades 4 and 8, and the End-of-Course Tests. (R.S.17:395 B and BESE Policy).

C. State Mandatory Requirements

1. Any public elementary or secondary student, including a student with a disability participating in the Louisiana Educational Assessment Program, who does not meet the performance standards established by the Department and approved by BESE, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)
 - a. For End-of-Course (EOC) tests, 30 hours of remediation per year shall be provided for students who do not pass.
 - b. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring state mandated assessments for English Language Arts and/or Mathematics.
 - i. Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring state mandated assessments or who failed to achieve the required level on the state mandated assessments.
 - ii. All students with disabilities who participate in testing should receive services along with regular education students in summer programs, with special support provided as needed, including accommodations.
 - iii. Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the state mandated summer remediation programs.
 - c. Remediation shall be provided to students who score at the *Unsatisfactory* level on the state mandated Science and Social Studies tests.

- d. Remediation is recommended for 4th and 8th grade students who score at the *Approaching Basic* level on the state mandated Science and Social Studies tests.
- e. Each LEA shall provide transportation to and from the assigned state mandated Remediation summer site(s) from, at a minimum, a common pick up point.

D. School Year Intervention/Remediation Program

- List the objectives for your school year intervention/remediation program.
The intent of the Morehouse Parish Remediation Program is to improve student achievement in the grade appropriate skills identified as deficient on the state's Criterion Referenced Test.
- Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.
New 4th and 8th graders who score Approaching Basic or below on their most recent standardized test are eligible in addition to students who are repeating 4th and 8th grade.
- Does the district suggest or require a minimum number of remediation services hours each school should provide to its eligible students? If so, what is the minimum?
The minimum for school year remediation is 40 hours.
- Describe the materials and methodology to be used throughout the district in school year intervention/remediation.
SuccessMaker Math, SuccessMaker ELA, ABC Mastering LEAP and iLEAP books, Ladders to Success, EAGLE, PASS, and adopted series remediation through teacher-led activities and student-centered computer instruction.
- Describe the form of documentation collected from students/parents who refuse school year remediation services.
Notification letters are sent to all eligible students requesting permission for their child to attend remediation. All letters are kept on file by the supervisor.
- Describe how science and social studies remediation is implemented.
Teachers incorporate science and social studies remediation in the daily schedule using American Book Company Mastering LEAP and iLEAP for Science and Social Studies.
- Describe the district's plan for coordination of state, federal, and local funds for school year remediation.
When available, the state's funds for LEAP Remediation finance the majority of the program. In the absence of state funding, Morehouse Parish School Board uses a consolidated approach using federal funds (ex. Title 1, ARRA, REAP), targeted grant funds (ex. LAGEARUP, 21st

Century Learners, etc.), and general funds (local and MFP) to fund the program.

- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in school year remediation.

The district will administer pre-test and post-test for the remediation students and compare the results. In addition, the district will review test results from each school and evaluate the success and failures of the students attending remediation.

► Summer Remediation Program

- List the objectives for your summer remediation program.
 1. **Provide focused instruction based upon student weaknesses as indicated on the Spring LEAP test.**

2. **Provide a smaller pupil/teacher ratio.**

3. **Encourage eligible student attendance for all scheduled days of remediation.**

- Describe the criteria used to determine which 4th and 8th grade students are eligible for summer remediation.

Any students in 4th and 8th grade who fail to make the combination B/AB on the Spring standardized testing or students that scored less than a "C" in math and/or ELA.

- Describe the schedule for your summer remediation program. Please be reminded that the district must schedule a minimum of 50 hours per subject at both 4th and 8th grade levels.

May 31st through June 30th. The hours are 7:30 – 1:30 daily, which provides 160 minutes of instruction in each subject every day of the week (M-F) for a total of 53.33 hours in math and 53.37 in ELA.

- Describe the materials and methodology to be used throughout the district in summer remediation.

Teachers will use current curriculum resources and state available materials to develop individualized and small group instruction created specifically for the needs and deficiencies of the students in the classroom.

- Describe the form of documentation collected for students and parents who refuse summer remediation services.

Registration forms for students attending Summer Remediation are reviewed and compared to the list of eligible students. Principals contact parents of students who have not registered for Summer Remediation. Documentation of attendance will be kept daily.

- Describe the district's plan for coordination of state, federal, and local funds for summer remediation.
When available, the state's funds for LEAP Remediation finance the majority of the program and the remainder is covered by general fund. All federal and state grant funds that are permissible will be considered.
- Describe the district's plan for documenting evidence of achievement/growth of students who are participating in summer remediation.
 1. **Attendance records – students may miss two (2) days unless there are extenuating circumstances.**
 2. **Class rolls to insure small pupil/teacher ratio.**
 3. **At least 40% success rate of reaching the state standard for remediation students**

► EOC Remediation

- Describe the EOC remediation provided for students. Include the following:
- Program Description **A+ Learning Systems, Plato Learning Systems**
 - Student selection criteria
Any student not meeting criteria as determined by the LDOE Assessments standards for graduation may participate in EOC remediation.
 - Pupil/Teacher ratio
15/1
 - Instructional time
Incorporated during extended day and 8-12 during summer months for a total of 50 hours.
 - Selection criteria for teachers and/or paraprofessionals
Highly Qualified/Certified Teachers and Paraprofessionals are hired to teach EOC remediation.
 - Materials and methodology to be used
A+LS and Plato Learning Systems combined with teacher created instruction.
 - Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other: List all that apply
After school and before school tutoring, Saturday tutorial and summer tutoring.
 - Documentation of students' and parents' refusal to accept remediation
Notification letters are sent to all eligible students' parents/guardians requesting permission for their child to attend remediation. All letters are kept on file by the supervisor.

- Plan for coordination of state, federal, and local funds for remediation
When available, the state funding for remediation will finance the majority of the program and the remainder is covered by general fund. In the absence of state funding, Morehouse Parish School Board uses a consolidated approach using federal funds, other available grants and district general funds to finance the program.
- Evaluation plan for documenting evidence of achievement/growth of students
The District will administer pre-test and post-test for the remediation students and compare the results. In addition, the district will review test results from each school and evaluate the success and failures of the students attending remediation.

VIII. Alternative Schools/Programs/Settings

A. Definition

1. Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which 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 which cannot be met adequately in a traditional school setting. (Refer to Bulletin 741 §2903 and *Bulletin 131: Louisiana Alternative Education Standards*)

- ▶ List the written policies for all alternatives to regular placements.

Students placed in alternative placement rather than regular placement are done so through the recommendation of PAIS, IDEA, Child Welfare and Attendance, Parish Review Committee, and SBLC. Students in alternative placement must meet requirements as provided by state law and/or with the consent of the parent or guardian.

- ▶ Give a brief description of each approved alternative school/program/setting operating in the LEA, including the entrance and promotion criteria.

Fresh Start Alternative School Program

Morehouse Parish Schools are implementing a new program for students that are sent to the Suspension/Expulsion school. The name of this new program is the Fresh Start Alternative School Program. This program is applicable to any student in grade 4 or above that is of age 12 years and up. Students may be assigned to the Fresh Start Alternative School Program after a hearing before the Superintendent or his designee in which a recommendation for expulsion is upheld.

Placement in the Fresh Start Alternative School Program shall be for a period of not less than 30 days and could carry over from one school year to the next.

If a student's behavior, class work, and attendance show satisfactory progress, the student may be readmitted to the home base school on a probationary basis to complete the term of his/her expulsion. Any student who does not make satisfactory progress will remain in the program until

such progress is demonstrated or it is determined that some other alternative program would be in the best interest of that student.

The student's parents or other person responsible for the student shall be required to attend an entrance and exit conference, attend regularly scheduled conferences while the student is in the program, sign progress reports, and be involved in behavior modification as requested by the school. A written agreement acknowledging student, parent(s), and school expectations shall be signed by the parents prior to the student entering this program.

The Morehouse Parish School Board shall provide transportation to and from the Fresh Start Alternative School Program to the extent that transportation is available except in cases where the student is suspended off of the school bus.

If a student commits an offense for which he/she could be suspended while attending the Fresh Start Alternative School Program, the student will be suspended indefinitely pending a hearing to determine if the student is guilty of the violation(s) charged. If the charge is upheld the student may be assigned additional time, referred to Adult Education, or referred to a virtual program of home study.

JUMPSTART PROGRAM

Jump Start is the state's new program for school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, certifying them for the career fields most likely to lead to high-wage jobs.

Jump Start will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma.

Jump Start will ensure students access to state-of-the-art facilities, equipment, and professionals to prepare during their high school schedules for careers in Louisiana's high-growth job sectors. Regional Jump Start teams will identify career opportunities important specifically to each region of the state, for which students may earn industry credentials. By offering credentials that give graduates a leg up in Louisiana's economy of today and tomorrow, Jump Start will prepare our high school graduates for a productive adulthood.

Bastrop High School has developed Jumpstart Pathways in the areas of Health Science, Patient Care Management, Manufacturing, and Business. For more information, contact the Bastrop High School guidance department at 283-2943.

HONOR'S PROGRAM

Purpose:

- 1 .To provide a more challenging curriculum for academically able students.**
- 2. To provide opportunities for research, hands-on learning experiences, problem solving, and other higher-level thinking skills for academically able students.**

Expected Outcomes:

- 1. Enhanced curriculum**
- 2. Greater academic opportunities and achievement**
 - a. higher GPA's**
 - b. higher ACT scores**
 - c. increased eligibility and participation in scholarship programs**
 - d. enhanced study skills to ensure greater success in college.**

Honor's Entrance Requirements:

- First time students planning to enroll in Honor's Classes must participate in an orientation concerning the Honor's curriculum. Parents of an Honor's student will be required to attend the orientation with their student and will be required to grant permission for the student to schedule Honor's classes.**
- There are some Honor's classes that require pre-requisite classes. The student must meet those requirements to enroll in the Honor's classes. Students who enroll in a pre-requisite or Honor's class but do not maintain a final "B" average will not be able to continue the Honor's program in that subject. The student will be placed in grade appropriate courses.**
- A student that successfully completes an Honor's class and maintains a "B" average in a particular content may be recommended by his/her teacher to the School Building Level Committee for the next level Honor's class in that content area. If a student's application is not approved, he/she may appeal to the School Building Level Committee of the school which made the recommendation. Appeals from the SBLC will be heard by the Parish Review Committee. This committee will review each appeal to insure that the procedures concerning placements, appeals, and due process as set forth in the current guidelines of the Morehouse Parish Pupil Progression Plan have been followed.**

- **Students transferring into Morehouse Parish Public Schools will be allowed to enroll in an Honor’s class at the time of registration if given approval by the SBLC.**

Middle School Honor’s Classes

1. **Students may have the opportunity to enroll in Honor’s classes beginning in grade 7. At this level, students may participate in Honor’s math and science.**
2. **At grade 8, students may participate in Honor’s Algebra 1 and physical science. They may earn Carnegie Units by meeting the requirements as established by Bulletin 741 for Middle School Students earning Carnegie Units.**
3. **A student may transfer out of an Honor’s class within the first six weeks of each academic year. The request to transfer must be approved by the School Building Level Committee.**
4. **A student that successfully completes an Honor’s class and maintains a “B” average in that particular content may be recommended by their teacher to the SBLC for the next level Honor’s class in that content area.**
5. **A sixth grade student may be placed in an Honor’s class in grade 7 based on meeting ALL of the following criteria:**
 - Has maintained a “B” average or higher during the current school year in the applicable content area in which the teacher recommendation has been made.
 - Student must score Basic in ELA on their most recent standardized test and in the content area they receive the recommendation. The recommendation will be made to SBLC.
6. **A student is grade 7 can be placed in the 8th grade Honor’s Program by the following criteria:**
 - Has maintained a “B” average or higher during the current school year in the Honors content area in which the recommendation occurs.
 - First time participants in Honor’s classes must have a “B” average during the current school year in the content area in which the recommendation occurs.
 - Student must score Basic or above in ELA and in the content area they receive the recommendation on their most recent iLEAP test.

High School Honor’s Classes

1. **Any eligible student may be placed in the Honor’s classes in the 9th grade based on the following criteria:**
 - Has maintained a “B” average or above and have scored at least Basic on standardized test or have scored Mastery or above

during the current school year in the content area in which the recommendation occurs.

A student currently not enrolled in an Honor's class and applying for placement in an Honor's class from a regular class must have a "B" average to be eligible.

2. This recommendation will be made to the SBLC where the student is currently enrolled. The SBLC of the Junior High making the recommendation will approve or deny the application and will conduct the appeals process. Appeals from the SBLC may be heard by the Morehouse Parish Review Committee. This committee will review the appeal to insure the procedures concerning placement, appeals and due process are set forth in the Parish Pupil Progression Plan have been followed.
3. The high school will accept the recommendation from the junior high and will make final decisions of student placement.
4. Transfer students may enroll in Honors classes but must have transferred from a comparable program and must have SBLC approval.
5. To qualify for class ranking, all Honors' students are required to successfully complete 24 units from the prescribed Tops University Curriculum. In addition, each student must successfully complete a minimum of 15 Honors classes selected from the curriculum.
6. High school students will not be allowed to transfer from an Honor's class until completion of the entire course, unless extenuating circumstances occur.

Honor's Graduates

In order to graduate "Honors With Distinction" students must have fulfilled the following requirements:

-Must have successfully completed the requirements of the Honor's program to include the following:

- Must have successfully completed 24 units from the state-approved high school curriculum
- Must have successfully completed 15 Honors classes.
- Must have a 3.0 or above GPA

VALEDICTORIAN AND SALUTATORIAN WILL BE SELECTED ONLY FROM THOSE GRADUATES WHO HAVE COMPLETED THE HONORS PROGRAM. THE STUDENTS MUST HAVE BEEN ENROLLED IN A PARISH HIGH SCHOOL PRIOR TO THE BEGINNING OF THEIR SENIOR YEAR OF STUDY.

Procedures Used to Rank Honor Graduates

Students in the Honor's Program will be ranked based on performance and level of difficulty for the purpose of recognition at graduation. This is achieved by multiplying the number of Honor's Classes a student has taken by 1.25 (Honor's value for ranking) and the number of standard level classes by 1.0. The two products are then added and the sum is divided by 24 (the number of courses used in determining the ranking factor is 24. If a student has taken more than 24 courses, the student may select which 24 courses will be used, of which 12 must be Honor's classes). The ranking factor is multiplied by the student's GPA to determine ranking.

$$\begin{aligned} \text{EX: } & (\# \text{ of H} \times 1.25) + (\# \text{ of S} \times 1.0) = \text{Total} \\ & \text{Total} \div 24 = \text{Ranking Factor (RF)} \\ & \text{GPA of chosen 24 classes} \times \text{RF} = \text{Ranking} \end{aligned}$$

RECOGNITION AT GRADUATION

Seniors who have a cumulative average of 3.5 or above, but are not in the Honor's program will be recognized as graduating WITH HONOR. Seniors who have completed a minimum of 15 Honors courses, regardless of GPA, will be recognized as graduating WITH HONOR.

Seniors with a cumulative average of 3.0 or above and have completed 15 or more Honors courses will graduate HONOR WITH DISTINCTION.

HONORS COURSES

The following academic courses are the only Honors courses which will be considered in determining academic class ranking for the Morehouse Parish graduates:

<u>English</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>Science</u>
English I	Algebra I	American History	Biology I
English II	Algebra II	Civics	Biology II
English III	Advanced Math	Free Enterprise	Chemistry I
English IV	Geometry	World Geography	Chemistry II
	Pre-Calculus	World History	Physics
			Physical Science

All Core Dual Enrollment Classes and Core AP Courses

Note A: If the Morehouse Parish School Board offers any of the above listed classes as an Honor's class in the year the student takes the academic class, in order to qualify for Valedictorian and Salutatorian, the student must successfully complete the Morehouse Parish Honor academic class in the subject.

Note B: Students who transfer to the Morehouse Parish School System prior to their senior year shall be considered for Valedictorian and Salutatorian if their transcripts indicate that the academic classes taken at their previous school are equivalent to the above stated criteria.

Note C: Gifted classes shall only be recognized as Honors classes if a non-gifted Honors class is offered as a same course in the same academic year

- ▶ Describe the LEA's procedures for placement in adult education programs. **Morehouse Parish students desiring to attend Adult Education must meet state requirements for attending Adult Education as outlined in Bulletin 741 or be eligible for an Adult Education waiver as provided through the office of Child Welfare and Attendance as described by Bulletin 741.**

IX. Other Policies and Procedures

A. Policies on Due Process

1. Due process procedures for teachers, students, and parents shall be specified in each local Pupil Progression Plan as related to student placement. The local school system must ensure that these procedures do not contradict the due process rights of students with disabilities, as defined in the IDEA-Part B.

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

- Regular education students
- Students with disabilities
- Section 504 students

Regular education students

To assure due process, the following procedure shall be adhered to by parents, students and teachers in appealing student placement.

Level One: A person with a grievance must first take it to the local school principal.

Level Two: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she may request the School Building Level Committee to hear the complaint and render a decision.

Level Three: In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he /she may request the Parish Pupil Progression Review Committee to hear the complaint and render a decision.

Level Four: In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, he/she may request a hearing before the Superintendent of Morehouse Parish Schools.

Level Five: In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Four, he/she may request the Superintendent of Morehouse Parish Schools to schedule a hearing before the Morehouse Parish School Board at its next regular meeting.

Level Six: In the event the aggrieved person is not satisfied with the decision of the Board, further legal action may be taken.

Conference between a parent regarding his/her child and a school principal or other school system administrative official shall be held in the principal's office or other appropriate private setting so as to maintain the confidentiality of the conference.

Students with disabilities

Students with disabilities participating in a statewide assessment in either on-level testing or alternative assessment will be promoted in grades 4 and 8 as outlined for regular students in the Morehouse Parish Pupil Progression Plan. Students with disabilities who participate in LAA2, or other alternative graduation pathways shall have promotion decisions determined by the SBLC with Parish Review Committee approval.

Section 504 students

In an effort to provide a free and appropriate education for all students, no individual will be discriminated against in the basis of their disability or handicap.

For all students eligible under Section 504 or the Rehabilitation Act of 1973 (PL93-112), the school system ensures that parents/guardians have the right to the following:

- 1. Review and challenge evaluation and placement decisions made with respect to their children.**
- 2. Participate and be represented by counsel in any subsequent impartial hearing or review procedure.**

SECTION III

LOCAL POLICIES

The *Pupil Progression Plan* is the comprehensive plan developed and adopted by each LEA. The plan is based on student performance on the Louisiana Educational Assessment Program and is aligned to state laws and BESE policies. Add any local pupil placement and progression policies in this section (e.g. grading policies).

1. Repeating a Course

If repeating a course, the student must take the exact same course. If it is a regular class, they must repeat the regular class. If it is an Honors class, they must repeat the Honors class. If a student has passed a regular course, they cannot repeat the same course as an Honors course and receive Honors credit.

When a student takes a course or a single semester course for the second time, the higher grade shall be used for the grade point average and the lower grade will not be used in determining grade point average if the original grade was a passing mark, whether it is a “B”, “C” or “D”. Credit recovery is not equal to repeating a course and shall only be used for the removal of deficiency grades.

2. Mid-Term and Final Exams

a.) Mid-term and final exams will be administered at Bastrop High School. These test will be administered during the regular class period or with a modified schedule and will count as no more than two 100 point test grades for the 9th week (fall or spring) or 18th week (fall or spring) grading period. Courses with an End- Of –Course test will not administer a final exam. Mid-term exams in courses with an End-of-Course test will not count more than a 100 point grade.

Students taking courses with an End-of-Course test will be must make a “D” or better final grade, in accordance to the appropriate grading scale, to successfully pass the class. The End of Course Test will count as 15% of the final grade (5% in LAA 2 cases).

b.) For middle school courses, a comprehensive exam may be administered for courses in which End-of-Course Tests are not administered. This exam shall count for no more than one test grade and must be administered during the regular class period. Comprehensive exams may be administered throughout the school year.

3. Grades and Grading – Grade 7-12

All graded assignments should be graded and returned to students no later than three school days after the assignment with exception to research papers and extended projects. No teacher should give a test while a previous test is still outstanding. All teachers should encourage students to keep up with their grades and record them in their notebooks.

All grades on report cards will be percentage points, numbers, and will not be reported as letter grades. All semester grades and final grades will be an average of the

percentage grades from the report cards. Letter grades will not be used except on the final transcript.

All teachers should have a minimum of five major grades per six weeks grading period. All homework assignments, daily grades, and daily quizzes should be averaged for one major grade. This grade should not exceed 1/5 of the total points. There should be a minimum of 500 points. Homework is graded for completion only.

Notwithstanding the provision of R.S. 17:416 to the contrary, any student who exhibits disruptive behavior, and incorrigible attitude or any other discipline problem in general, may be recommended by the principal for expulsion, assignment to alternative education or adult education if:

- The student is 17 and has less than 5 Carnegie Units of credit**
- The student is 18 and has less than 10 Carnegie Units of credit**
- The student is 19 and has less than 15 Carnegie Units of credit**

Science Education Act

Morehouse Parish Schools will follow the Louisiana Comprehensive Curriculum for instruction in science education. In addition, MPSB science teachers are encouraged to participate in programs and workshops for enforcement of science instruction. Supplemental materials are provided to bridge gaps that may exist with current textbook adoptions and La. Content Standards/GLEs.

GRADE POINT AVERAGE FOR IDENTIFICATION

Morehouse Parish School Board will use the following scale to identify grade point averages:

- 4.0 – 3.5 is an “A” average**
- 3.49 – 2.5 is a “B” average**
- 2.49 – 1.5 is a “C” average**
- 1.49 - .5 is a “D” average**
- 0.49 and below is an “F” average**

Delta Magnet School of Academic and Performing Arts Admissions Process and Procedures

1. APPLICATIONS

Admissions will be by application only. All applicants must apply in order to be considered for placement. Applications will be available from DMS main office and website AND MPSB main office and website. Applications will be good for only one school year. Applications will be accepted according to the dates on the application or as announced. The student's most recent report card (5th or 6th week report card) must be attached with the application for it to be considered for review. The report card must include the student's behavior and attendance records. The application is subjected to denial if the requested information is not provided.

2. ELIGIBILITY REQUIREMENTS

Students must meet the following eligibility requirements:

- Grade point average of 2.0 or higher
- Attendance (no more than 10 absences per school term)
- Behavior (no more than 5 major referrals per school term)

NOTE: All applicants must qualify for eligibility at the time of applying.

3. BEHAVIOR

Any student who is consistently within violation of the behavior/discipline school and bus policies and contract set by MPSB and/or Delta Magnet may be sent back to his/her home-based school.

4. CONTRACT AND INTERVIEW PROCESS

If the student is selected, a parent and student interview/conference must be conducted to complete the acceptance process. Once the acceptance contract is signed, the student may not transfer to another school within the parish during the current school year. (Exceptions may apply.)

5. CONTINUED ELIGIBILITY

Once enrolled, students must remain in good standing by maintaining a 2.0 grade point average. Students who fail to attain the required GPA may be placed on probation and/or dropped at the end of the semester or school term. Students may also be placed on probation and/or dropped for excessive misbehavior and/or absenteeism.

MOREHOUSE MAGNET SCHOOL ADMISSION PROCESS AND PROCEDURES

1. APPLICATIONS

Admissions will be by application only. Forms will be available from the office of the Superintendent. Race, date and time of receipt will be noted as applications are returned; students will be placed on a waiting list accordingly. *Applications will be good for one year only.* Applications will be accepted beginning the first Monday in February (or as announced).

2. REQUIREMENTS FOR ELIGIBILITY

ACADEMICS

To be eligible for membership in the Morehouse Magnet School, a student must meet the criteria based on a matrix composed of academic and/or achievement scores.

Grades 3-8 Matrix: 9 points total

- a. Entrance Testing – 3 points possible 54
- b. Standardized Test Scores- 3 pts. possible
- c. Grade Point Average- 3 pts. possible

A STUDENT IN GRADE 3-8 MUST EARN A MINIMUM OF 5 POINTS (WITH AT LEAST 1 POINT COMING FROM THE ENTRANCE TEST)

Grade 2 Matrix: 6 points total (must earn 4 pts with at least 1 coming from the test)

- a. Entrance Test- 3pts. possible
- b. GPA – 3pts possible

Grade 1 Matrix

- a. Must be able to pass the Kindergarten Exit Exam
- b. Must be 6 years old by September 30 of the coming school year
- c. Must score at the 50th percentile or above on the School Readiness Test

PARENT RESPONSIBILITIES

- Parental permission and ongoing involvement will be required
- Monitoring assignments
- Home responsibilities and volunteerism within the school environment
- Participation in conferences
- Agreement with and support of behavioral standards

BEHAVIOR AND ATTITUDE

Students must have high motivation toward excellence as evidenced by consistent achievement, acceptable behavior, and a high attendance rate.

3. WAITING LISTS

All eligible students not accepted will be placed on a ranked waiting list according to date recorded on receipt of application. This waiting list is kept until the second semester of the year for which application is made.

4. RETENTION

Once enrolled, students will remain in good standing by maintaining a 2.5 overall grade point average. Students who fail to attain the required averages will be placed on probation for one semester and are dropped from membership at the end of the semester if average does not meet requirements. A student can also be placed on probation and dropped for excessive misbehavior or absenteeism.

IMPORTANT IMPORTANT IMPORTANT

Applications will not be accepted without copies of the following attachments:

- All applicants must attach a copy of most recent report card. The final report card, when issued at the end of the school year, must be furnished by the third Friday in June.**
- All applicants must apply in order to be considered for placement.**
- Students must qualify for eligibility at time of applying and at final report card issue, without reliance on summer school or tutoring results.**
- If new to Morehouse Parish Schools, immunization record, birth certificate, social security card, current report card, and most recent standardized test results (CAT, Stanford, SRA, or equivalent) must be attached to application.**

APPENDIX A

This section should include the following:

Definition of Terms

STATE TERMS

1. **Acceleration** – advancement of a pupil at a rate faster than usual in or from a given grade or course. This may include a “gifted student” as identified according to the State Department of Education Pupil Appraisal Handbook.
2. **Alternate Assessment** – part of the LEAP for students with disabilities that meet participation criteria for LEAP Alternate Assessments, Levels 1 and 2.
3. **Common Core States Standards**- Core subject standards that every student should master upon graduating in Louisiana according to the LDOE.
4. **Grade-level Expectations (GLEs)** – statements of what all students should know or be able to do by the end of each grade, PreK-12, in English language arts, mathematics, science, and social studies.
5. **LEAP Summer Remediation** – the summer program offered for the purpose of preparing students to pass the LEAP retest in English language arts or mathematics.
6. **Louisiana Educational Assessment Program (LEAP) OR OTHER STANDARDIZED TESTING**– the state’s testing program that includes grades 3, 5, 6, and 7/LEAP; grades 4 and 8 criterion-referenced testing program including English language arts, mathematics, social studies, and science; the Graduation Exit Examination (written composition, English language arts, mathematics, science and social studies); and including the LEAP Alternate Assessment, Level 1 (LAA 1) for grades 3 - 11, and Level 2 (LAA 2) for grades 4 – 11.
7. **Promotion** – a pupil’s placement from a lower to a higher grade based on local and state criteria contained in these Guidelines.
8. **Pupil Progression Plan** – the comprehensive plan developed and adopted by each parish or city school board which shall be based on student performance on the LEAP with goals and objectives which are compatible with the Louisiana

competency-based education program and which supplements standards approved by the State Board of Elementary and Secondary Education (SBESE); A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by SBESE before he or she can be recommended for promotion.

9. Regular placement – the assignment of pupils to classes, grades, or programs based on a set of criteria established in the Pupil Progression Plan; Placement includes promotion, retention, remediation, and acceleration.
 10. Remediation – program designed to assist all students to overcome educational deficits identified through the LEAP/GEE and other local criteria
 11. Retention – non-promotion of a pupil from a lower to a higher grade.
 12. Interventions are district-wide general education processes that provide students with high quality research based instruction which are matched to student need. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve Benchmark success. This data is a general requirement for most evaluations for IDEA.
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

LOCAL TERMS:

1. Attendance – present at school and actively participating in classroom and school activities.
2. Developing Skills Checklist- screening tool to determine school readiness
3. DIBELS Benchmark Assessment – Reading assessment that measures Oral Reading Fluency.
4. End-of-Course Test – Exam administered at the end of a course to measure the student's level of competency according to course GLEs.
5. Horizontal Acceleration – Providing advanced instruction with increased rigor without placing the student in advance grade levels.
6. Limited English Proficient (LEP) – a language minority student whose listening, speaking, reading or writing English proficiency is below the average English proficiency level of English speaking students of the same age and/or grade of whose native language is a language other than English.

7. **Morehouse Parish Final Kindergarten Test – Exam administered to kindergarten students of Morehouse Parish at the end of the year to determine readiness for promotion to Grade 1.**
8. **Parish Review Committee – Members of the committee shall be the Instructional Supervisors, Pupil Appraisal Representative, and if needed, other members chosen from various schools' SBLC. The purpose of this committee is to carefully screen every case of student retention to provide all possible considerations for student promotion.**
9. **Policy Manual – published guidelines that contain all policies and regulations for day to day operations for the school district.**
10. **School Building Level Committee (SBLC) – a designated school-based committee consisting of representatives of the following groups: support personnel, teachers, school administrators, and parents and pupils to address individual and group needs at the school.**
11. **Self Contained – a classroom where students receive all core instruction in the same room, usually by the same instructor(s).**