2017-2018 Pupil Progression Plan

Local Education Agency:

Morehouse Parish School Board

Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In October 2017, BESE approved, as Notice of Intent, revisions to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in *Bulletin 741 – Louisiana Handbook for School Administrators*, which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

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

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

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

The Morehouse Parish School system will require every entering kindergarten student be given the DRDP. The results of this test will be used in student placement and for planning instruction. Those students who do not possess readiness skills will be eligible to receive assistance through the Title I program of the Morehouse Parish School system. The test will not be used to exclude students from entering kindergarten in the Morehouse Parish School system.

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

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

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.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Students must be in attendance the required number of days to receive credit.
The Parish Review Committee will review the decisions made by the schools.

PROMOTION CRITERIA FOR GRADES 1 AND 2

Students must earn teacher-assigned grades with passing marks in ELA and math.

PROMOTION CRITERIA FOR GRADES 3,5,6, AND 7

Students must pass three (3) of five (5) subjects. Students must pass ELA and math and at least one other core subject.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
    - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
    - The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
    - The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
    - The student shall be afforded the opportunity to receive grade-level instruction during the summer.
    - Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
    - The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students' required individual academic plans.
    - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
    - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.

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

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 promoted to the 5th grade by the Parish Review Committee with parental approval.

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

a. Promotion of students in grade 8

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the "Unsatisfactory" level in English language arts or mathematics, if the student scores at the "Basic" level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
    - *Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.*
    - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin,

after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade-exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

1. Students must attend the required number of days.
2. Students must pass three (3) of five (5) subjects. Students must pass ELA and math and at least one other core subject.
3. Students must meet requirements as identified by state testing or local PPP exceptions.

b. High school promotion and transition considerations

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

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

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

1. **Complete the FAFSA**; or
2. **Complete the Louisiana TOPS form**; or
3. Certify a waiver in writing to the LEA (sample: **non-participation LEA form/Letter**); or
4. Receive a waiver through the district hardship waiver process.

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

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

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

Carnegie Units per grade
A. Grade 9 Students must acquire five Carnegie Units B. Grade 10 Students must have eleven Carnegie Units C. Grade 11 Students must have seventeen Carnegie Units D. Grade 12 Students must meet state requirements for graduation

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
    - The student is placed in the classroom of a teacher who has been rated "Highly Effective" pursuant to his/her most recent evaluation or has achieved a value-added rating of "Highly Effective" pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
    - The student completes summer remediation.
    - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
    - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 –

Louisiana Standards for Mathematics, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

- Utilizes teachers rated "Highly Effective" pursuant to the teacher's most recent evaluation or have achieved a value-added rating of "Highly Effective" on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

No additional local policies.

VIII. Alternative education placements

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

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

FRESH START ALTERNATIVE SCHOOL PROGRAM

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.

is program is
assigned to the
designee when

30days and can 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 parent or other person responsible for the student will 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, parents, and school expectations will be signed by the parents prior to the student entering this program.

The Morehouse Parish School Board will 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 from the school bus.

IX. Due process related to student placement and promotion

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

Regular education students
To assure due process, the following procedure will 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 of 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 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 that Parish Pupil Progression Review Committee hear the complaint and render a decision.

Level Four: In the event an 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 an 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 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 will be held in the principal's office or other appropriate private settings 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 Act 833 or other alternative graduation pathways will have promotion decisions determined by the IEP team.

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 his/her 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:

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

X. Additional LEA policies related to student placement and promotion

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

JUMPSTART PROGRAM

JumpStart is the state's 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. JumpStart will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma.

JumpStart 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 JumpStart 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 let up in Louisiana's economy of today and tomorrow, JumpStart will prepare our high school graduates for a productive adulthood.

Bastrop High School has developed JumpStart Pathways in the areas of Health Science, Manufacturing, and Business.

HONORS PROGRAM

The purpose of the Honors Program is to provide a more challenging curriculum for academically able students and to provide these students with opportunities for research, hands-on learning experiences, problem solving skills, and other higher-level thinking skills.

These students will be enrolled in an enhanced curriculum with greater academic opportunities resulting in higher ACT scores, increased eligibility and participation in scholarship programs, and enhanced study skills to ensure greater success in college.

Honors entrance requirements are as follows:
First time students planning to enroll in Honors Classes and their parent/guardian must sign an Honors Contract.

There are some Honors classes that require prerequisite classes. The student must meet those requirements to enroll in the Honors classes. Students who enroll in a prerequisite or Honors class but do not maintain a final "B" average will not be able to continue the Honors Program in that subject. The students will be placed in grade appropriate courses.

A student that successfully completes an Honors 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 Honors 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 guideline of the Morehouse Parish Pupil Progression Plan have been followed.

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

Middle School Honors Classes

1. Students have the opportunity to enroll in Honors classes beginning in 7th grade. At this level, students may participate in Honors math and science.
2. In 8th grade, students may participate in Honors Algebra I 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 Honors class within the first six weeks of each academic year. The request to transfer must be approved by the SBLC.
4. A student that successfully completes an Honors class and maintains a "B" average in that particular content may be recommended by his/her teacher to the SBLC for the next level Honors class in that content area.
5. A 6th grade student may be placed in a 7th grade Honors class based on ALL of the following criteria:
    a. Students have maintained a "B" average or higher during the current school year in the applicable content area in which the teacher recommendation has been made
    b. Students must score proficient or above 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 7th grade student may be placed in the 8th grade Honors Program based on all of the following criteria:
    a. Students have maintained a "B" average or higher during the current school year in the applicable content area in which the teacher recommendation has been made
    b. Students must score proficient or above in ELA on their most recent standardized test and in the content area they receive the recommendation. The recommendation will be made to SBLC.

High School Honors Classes

1. Any eligible student can be placed in the Honors classes in the 9th grade based on the following criteria:
    a. Student has maintained a "B" average or above and has scored proficient or above on the most recent available state test in the content area in which the recommendation occurs
    b. A student currently not enrolled in an Honors class and applying for placement in an Honors 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 set forth in the Parish Pupil Progression Plan have been followed.
3. The high school will accept the recommendation for the junior high classes and make the final decisions concerning student placement.
4. Transfer students may enroll in Honors classes but must have transferred from a comparable program and must have the SBLC's approval
5. To qualify for class rankings, 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 Honors class until the completion of the entire course, unless extenuating circumstances occur.

Honors with Distinction

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

1. Successfully completed the requirements of the Honors program to include the following:
    a. Must have successfully completed 24 units for the state-approved high school curriculum
    b. Must have successfully completed 15 Honors classes
    c. Must have a 3.0 or above GPA
    d. Must not have been enrolled in Credit Recovery or Attendance Recovery

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.

Honors Graduates

Seniors who have a cumulative average of 3.0 or above, have not attended Credit and Attendance recovery, and who have not made an "F" in a core subject but are not in the Honors Program, will be recognized as graduating with HONORS.

Gifted classes will only be recognized as Honors classes if a non-gifted class is offered as a same course in the same academic year.

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 course taken before. If it was a regular class, the student must repeat the regular class. If it was an Honors class, the student must repeat the Honors class. A student cannot repeat a regular class as an Honors class and receive Honors credit.
When a student takes a course or a single semester course for the second time, the higher grade will be used for the GPA and the lower grade will not be used in determining GPA as long as the original grade was a passing mark ("B," "C," or "D").

2. Credit Recovery:

A student is only eligible for a credit recovery class if he/she is no more than ten (10) points from a passing grade. Credit recovery is NOT equal to repeating a course and will only be used for the removal of deficient grades. A student may not be enrolled in Credit recovery until the course is completed and the student has received a failing grade .A Credit Recovery course may not be taken to earn initial credit.
Credit Recovery grades do not replace failing grades.
Credit Recovery students must meet 30 hours of seat-time for the course.

3. Mid-Term and Final Exams

Mid-term exams at Bastrop High School will be given at the discretion of the teacher. Final exams will be administered during the regular class period or with a modified schedule. These exams will count as no more than two 100 point grades for the semester grading period.
Students taking courses with an End-of-Course test may be exempt from the final exam by scoring Mastery/Good or above on the EOC. Students taking courses with an EOC test will make a "D' or better.
The EOC will count as 15% of the final grade (5% in Act 833 classes).

For Middle School courses, a comprehensive exam will be administered in courses in which EOC Tests are not administered. This exam will count for no more than one test grade and must be administered during the regular class period. Comprehensive exams may also be administered throughout the year.

4. Grades and Grading (Grades 7-12)

All graded assignments should be graded and returned to students no later than three school days after the assignment. Exceptions to this will be research papers and other extended projects. No teacher should give a test while grades for the previous test are outstanding. Teachers should encourage students to keep up with their grades and record them in a notebook. All grades on report cards will be percentage points 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 in 7th grade and eight major grades in grades 8-12. All homework assignments, daily grades, and daily quizzes will be averaged for one major grade. This grade will not exceed ⅕ of the total points.
There will be a minimum of 500 total points for 7th grade and 800 points for grades 8-12. Homework should be graded for completion only.

5. 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

6. 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 Standards.

7. 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--0.5 is a "D" average
0.49 below is an "F" average

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

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

4. 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.

5. 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

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

A. 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.
B. All applicants must apply in order to be considered for placement.
C. Students must qualify for eligibility at time of applying and at final report card issue, without reliance on summer school or tutoring results.
D. 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.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Morehouse Parish School Board 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: January 9, 2017

Hazel Sellers
Superintendent

Board President