2026-2027 Pupil Progression Plan

Local Education Agency:

Monroe City Schools

The PPP should be submitted as a PDF to ppp@la.gov

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Background and Purpose

Louisiana state law (RS 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

RS 17:24.4 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 purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions to ensure compliance with their established policy, and reviews may be initiated by a school governing body, the local superintendent, or a student's parent or legal custodian.

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

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

The age at which a child may enter the first grade of any public school at the beginning of the public-school session shall be six years on or before September 30th of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in 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 Monroe City Schools System (MCSS) require every entering kindergarten student, and any first-grade student who did not attend a full-day public or private kindergarten for a full academic year or transferred from out of state, to be given the Academic Readiness Test prior to official admission. The results of this test shall be used in student placement and for planning instruction. The parents/guardians of each student shall be advised of their child's level of readiness as determined by the screening test, but results of the test shall not be used to exclude students from entering kindergarten. Those students who fail to meet the readiness standard for first grade shall be placed in kindergarten.

II. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

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

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section VI. Support for students.

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

- The principal and the School Building Level Committee (SBLC) shall be charged with reviewing data and state law to determine if the correct grade level placement decision was made for students under BESE policies.
- The SBLC will monitor pupil progression at the end of each grading period. The SBLC will submit the Pupil Progression Checklist (See Appendix) to the PPP chair. An individual, such as a parent, teacher, principal, Superintendent, etc., can initiate an individual review of a placement decision by filing an appeal with the Pupil Progression or SBLC chair. Due process procedures will be followed for each individual review request.
- Placement/promotion decisions for students with disabilities are an IEP team decision.
- Parent/Guardian's written notification must be sent prior to placement of the student at the next grade level. A student who has been placed at the next grade level through action of the SBLC shall have such placement noted on both the student's report card and the student's school records. "Placed through PPP" shall be recorded on the student's report card and cumulative records (See Appendix).
- A Pupil Progression Checklist must be completed and signed by the principal, SBLC chairperson, and the referring teacher. The completed checklist must be placed in the student's cumulative record and a copy submitted to the chairman of Pupil Progression and the school's assigned supervisor (See Appendix B).
- Promotion
    - Kindergarten - The kindergarten student must successfully complete the Monroe City Schools curriculum with at least a 70% average in English language arts (ELA) and math. If the decision is to be retained, a review will be made by the **District PPP contact** and principal. Students who repeat kindergarten two times and still do not meet specified criteria will be placed in first grade with SBLC recommendation and will receive interventions.
        i. 1st and 2nd grades - Students must pass ELA and math with at least 70% average.
        ii. 4th and 5th grades - Students must pass ELA, math, either science or social studies with at least 60% average.
- A student cannot be retained more than one time in grades 1 to 6, exclusive of grade 3, and cannot be in junior high school for more than three years.

Promotion and mandatory retention of students in grade 3

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

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

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

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

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

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

- The principal and the School Building Level Committee (SBLC) shall be charged with reviewing data and state law to determine if the correct grade level placement decision was made for students under BESE policies.
- The SBLC will monitor pupil progression at the end of each grading period. The SLBC will submit the Pupil Progression Checklist (See Appendix) to the PPP chair. An individual, such as a parent, teacher, principal, Superintendent, etc., can initiate an individual review of a placement decision by filing an appeal with the Pupil Progression or SBLC chair. Due process procedures will be followed for each individual review request.
- Placement/promotion decisions for students with disabilities are an IEP team decision.

- Parent/Guardian's written notification must be sent prior to placement of the student at the next grade level. A student who has been placed at the next grade level through action of the SBLC shall have such placement noted on both the student's report card and the student's school records. "Placed through PPP" shall be recorded on the student's report card and cumulative records (See Appendix).
- A Pupil Progression Checklist must be completed and signed by the principal, SBLC chairperson, and the referring teacher. The completed checklist must be placed in the student's cumulative record and a copy submitted to the chairman of Pupil Progression and the school's assigned supervisor (See Appendix).
- Promotion
    - 3rd grade - Students must pass ELA, math, and either science or social studies with at least 70% average.
    - A student cannot be retained more than one time in grades 1 to 6, exclusive of grade 3 and cannot be in junior high school for more than three years.
    - Summer school is required to use Good Cause Exemption.

Promotion of students in grades 6 and 7

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

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

- The principal and the School Building Level Committee (SBLC) shall be charged with reviewing data and state law to determine if the correct grade level placement decision was made for students under BESE policies.
- The SBLC will monitor pupil progression at the end of each grading period. The SLBC will submit the Pupil Progression Checklist (See Appendix) to the PPP chair. An individual, such as a parent, teacher, principal, Superintendent, etc., can initiate an individual review of a placement decision by filing an appeal with the Pupil Progression or SBLC chair. Due process procedures will be followed for each individual review request.
- Placement/promotion decisions for students with disabilities are an IEP team decision.
- Parent/Guardian's written notification must be sent prior to placement of the student at the next grade level. A student who has been placed at the next grade level through action of the SBLC shall have such placement noted on both the student's report card and the student's school records. "Placed through PPP" shall be recorded on the student's report card and cumulative records (See Appendix).
- A Pupil Progression Checklist must be completed and signed by the principal, SBLC chairperson, and the referring teacher. The completed checklist must be placed in the student's cumulative record and a copy submitted to the chairman of Pupil Progression and the school's assigned supervisor (See Appendix).
- Pupil Progression should be done in May and August. All Pupil Progression must be approved by the PPP district chair prior to the student being moved.
- Promotion
    - 6th grade - Students must pass ELA, math, and either science or social studies with at least 60% average.
    - 7th grade - Students must pass ELA, math, and either science or social studies, as

well as an elective or physical education, with at least 60% average.

- A student cannot be retained more than one time in grades 1 to 6, exclusive of grade 3, and cannot be in junior high school for more than three years.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

BESE *Bulletin 1566*, §707 provides the following exceptions to the promotion and support policy for eighth grade students. These waivers may be granted through the LEA, through its superintendent.

- *Mastery/Advanced Waiver* - a student scoring at the *unsatisfactory* level in English language arts or mathematics, if the student scores at the *mastery* or *advanced* level in the other provided that:
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.
- *U/B Waiver* - a student scoring unsatisfactory level in English language arts or mathematics if the student scores at the basic level in the other provided that:
    - the student scored *approaching basic* or above on the science and social studies components of LEAP;
    - the student had an overall 2.5 grade point average on a 4.0 scale;
    - the student had a minimum 92 percent attendance during the school year;
    - the decision is made in accordance with the local pupil progression plan, which may include a referral to the School Building Level Committee (SBLC);
    - the student has participated in the spring administration of LEAP and has attended a summer remediation program offered by the LEA; and
    - parental consent is granted.

- *AB/AB Waiver* - a student who has scored at the approaching basic level on both the English language arts and mathematics components of LEAP.
    - The student has attended a LEAP summer remediation program offered by the LEA.
- LEP Waiver - Limited English proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. The SBLC shall be granted the authority to waive the state's grade promotion policy for an LEP student.
- *Extenuating Circumstances Waiver* —a student who is unable to participate in LEAP testing because of one or more of the following circumstances:
    - a physical illness or injury that is acute or catastrophic in nature;
    - a chronic physical condition that is in an acute phase
        - physical illness - appropriate documentation must include a 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.
    - court-ordered custody issues.
        - Certified copies of the court-ordered custody agreements must be submitted to the LEA at least 10 school days prior to summer remediation.

In the space below, please describe any local policies or additional considerations for grade 8 promotion waivers.

- 8th grade students must pass ELA, math, and either science or social studies, as well as an elective or physical education, with at least 60% average, and meet LEAP 2025 testing standards as outlined above, to progress to 9th grade.
- The principal and the SBLC shall be charged with reviewing data and state law to determine if the appropriate grade level placement decision was made for students regarding LEAP 2025 and BESE policies.
- A student who receives a waiver will be placed on a high school campus and will become a transitional ninth grader. The student will be required to enroll in a remedial reading and mathematics course based on the results of the 8th grade LEAP tests in ELA and math.
- The SBLC will monitor pupil progression at the end of each grading period. The SLBC will submit the Pupil Progression Checklist (See Appendix) to the PPP chair. An individual, such as a parent, teacher, principal, Superintendent, etc., can initiate an individual review of a placement decision by filing an appeal with the Pupil Progression or SBLC chair. Due process procedures will be followed for each individual review request.
- Placement/promotion decisions for students with disabilities are an IEP team decision.
- Parent/Guardian's written notification must be sent prior to placement of the student at the next grade level. A student who has been placed at the next grade level through action of the SBLC shall have such placement noted on both the student's report card and the student's school records. "Placed through PPP" shall be recorded on the student's report card and cumulative records (See Appendix).
- A Pupil Progression Checklist must be completed and signed by the principal, SBLC chairperson, and the referring teacher. The completed checklist must be placed in the student's cumulative record and a copy submitted to the chairman of Pupil Progression and the school's assigned supervisor (See Appendix).

- Pupil Progression should be done in May and August. All Pupil Progression must be approved by the PPP district chair prior to the student being moved.

Transitional 9th Grade

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

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth-grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade-exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

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

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

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

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

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

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. 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.

Financial Aid Planning: The linked memorandum outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring

graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

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

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

Credit Recovery Courses and Units

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

of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

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

Credit recovery programs

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

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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

MCSS will ensure that student athletes and counselors follow the NCAA rules as stated above and approved by LDOE and the NCAA.

VI. Individual Graduation Planning

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, career coach) or IEP team (when applicable) shall begin to develop an 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.

School systems are to document at least one middle school career-related activity in the student's IGP and ensure that career interest inventories are updated in seventh and eighth grades.

In the space below, please describe the plan to provide career coaching to each student and the middle school career-related activity.

- MCSS will ensure that junior high counselors meet with students to begin the development of the student's IGP beginning in the seventh grade.
- MCSS will provide junior high students with the opportunity to participate in a college and career coaching program.
- MCSS will also provide eighth grade students with the opportunity to participate in a district sponsored or district sanctioned college and career fair.
- During the spring semester of eighth grade, high school counselors will meet with eighth grade students and parents to discuss the IGP, graduation pathways, and course requests for entering ninth grade.

VII. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.

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

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

- MCSS school officials receiving a student from an approved home study program or foreign school will determine the placement and/or Carnegie credits for the student through screening, evaluations, and/or examinations.
- 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.
- Should there be any discrepancy between the curriculum of the sending school and the receiving school, the principal of the receiving school, in consultation with the school counselor, shall be the judge of which courses are comparable in meeting necessary graduation requirements. Should the principal be in doubt on this matter, he/she shall consult with the Superintendent and the policy of the MCSS.

VIII. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

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

School year support

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

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.

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

Summer remediation

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

IX. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:
    - Provide information on activities that can be done at home to support the student's literacy proficiency.
    - Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student's literacy proficiency.
    - Provide a timeline for updates because of progress monitoring that includes a middle-of-year and end-of-year update.
    - Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

X. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
    - Priorities:
        - Seniors who require a course to graduate or student access to TOPS aligned courses not available through the school or school system;
        - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
        - Students seeking access to TOPS aligned college credit;
        - Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
        - Access to high-quality academic content aligned to graduation requirements or access to high-quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
        - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
        - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

XI. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

Students With Disabilities

- The MCSS operates within the confines of existing federal and state law to provide services for all eligible exceptional students.
- IDEA ensures that high standards are set for all students and that school systems be held accountable for the progress and outcomes of all students. All students in Louisiana must participate in district and statewide assessments. Exceptional students in the MCSS will participate in Louisiana's general statewide assessment program or the LEAP Connect (LAA I) assessment program.
- The following statutes, regulations, and guidelines which determine MCSS special education policy and procedures for exceptional children are on file with and available for review from the Director of Student Support Services and/or school building principals.
    - Public Law 101-476, Individuals with Disabilities Education Act (IDEA) o Public Law 105-17, Amendments to IDEA
    - Louisiana Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act
    - Louisiana Bulletin 1508, Pupil Appraisal Handbook
    - Louisiana Bulletin 1S30, Louisiana's IEP Handbook for Students with Exceptionalities Louisiana Department of Education General Education Access Guide
    - Monroe City Schools Special Education Services, Policies and Procedures Handbook
    - Louisiana Act 833
- Placement/promotion decisions for students with disabilities are IEP team decisions based upon information from a variety of sources, including parent/guardian interviews, instructional data, evaluation, school records, and previous/current progress.
- Program services are provided from a continuum of available options and instructional settings to ensure the student is served in his/her least restrictive environment (See Louisiana Bulletin 1530 for IEP development guidelines).
- Two options for program exit are available for exceptional students.
    - High School Diploma - Exceptional students who complete a minimum of 23 or 24 Carnegie units, according to the student's entry date and graduation pathway, and pass the LEAP 2025 HS and applicable IBCs (or meet alternative performance criteria as indicated on the student's IEP if the student has qualified under Act 833), shall earn a high school diploma.
    - Certificate of Achievement - Exceptional students who do not meet diploma requirements may be considered for a Certificate of Achievement, based on the provisional eligibility criteria.
- An Interim IEP may also be developed for students who have been receiving special education services in another state concurrent with the conduct of an initial evaluation; and
- An Interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three to five), who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma (Refer to Bulletin 1530 §111).

English Learners

- A student whose home language is other than English, as determined by the Home Language Survey, is considered a Language Minority Student.
- The proficiency level of English Learners must be determined using the English Language Proficiency Screener (ELPS), which will be administered in the first 30 days of the student's

enrollment. Any English Learners who are determined to have limited English proficiency will be considered an English Learner (EL).

- If there is a discrepancy between chronological age and grade placement based on records and/or screening, an EL student should be placed in the approximate grade level of his age mates.
- For high school students, subject area proficiency tests may be appropriate for awarding Carnegie units.
- The teacher monitors EL students once they have reached a proficient level for two years. Documentation of conferring regularly with teachers to verify student progress will be submitted and maintained by the district EL coordinator.

XII. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
    - The student must be a resident of Louisiana and meet at least one of the following:
        - The student participated in the Louisiana Scholarship Program for the previous school year.
        - The student is entering kindergarten.
        - The student was enrolled in a public school for the previous school year.
        - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.
- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
    - enrolls full-time in a public school;
    - ceases to be a resident of Louisiana;
    - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
    - graduates or withdraws from high school;
    - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XIII. Alternative Education Placements

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

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

- The MCSS provides alternative programs that operate within the confines of LDOE rules and regulations as outlined in Bulletins 741 and 131 and Act 754.
- Students are considered completers when they earn a high school diploma. Students who have earned their diploma may participate in the graduation ceremony of their zoned school.
- The regular curriculum is taught by a classroom teacher or through online courseware.

Disciplinary Alternative Program (DAP)

- The purpose of the DAP is to provide an alternative learning environment for those students whose behavior has dictated the need to remove them from the traditional school setting. A more structured learning environment is established to promote responsibility and foster a desire to follow the rules and guidelines to return to the home school. This program serves kindergarten through twelfth grades. Students are transferred to the program in lieu of an out-of-school expulsion. Classes are limited to a 15:1 student to teacher ratio.
- Any student upon entering or returning to MCSS who has been in a secure facility for 30 or more consecutive calendar days will be referred to the Child Welfare Director to be assigned to DAP at Sherrouse. The principal, the parent/guardian, and the SBLC team at Sherrouse will review each student's performance every 15 school days. Behavior attendance and grades will be considered. Students deemed ready to transition will return to their home-based school.
- Special education students may be assigned to DAP through an IEP placement ONLY.
- 504 students may be assigned to the DAP through an IAP and Behavior Intervention Plan if the 504 Manifestation Determination is "Related" and the parent/guardian agrees to placement, except for instances involving firearms, drugs, and serious bodily injury. If the 504 Manifestation Determination is "Not Related," the hearing team determines placement.
- Special education and 504 students can ONLY be assigned to the DAP through an IEP or IAP team decision with approval from the district administration for IDEA and 504 students.

Elementary Eligibility

- Eligibility for DAP consists of kindergarten through sixth grade students who have violated the Monroe City Schools' disciplinary code. There are two options offered to elementary school principals to address behavior issues.
    - Option 1: Short-term assignment for a 10-day placement in lieu of a three day out-of-school suspension and a 15-day placement in lieu of a five day out-of-school suspension.
    - Option 2: Long-term assignment in lieu of an out-of-school expulsion.
- Acceptance is dependent upon available space.
- A student may only be assigned twice during a school year for a short-term placement.
- The home school principal will refer the student to the Principal of Sherrouse with the recommendation for a 10 or 15-day placement.
- On or before the day of intake, an intake packet must be faxed or delivered prior to acceptance.
- A student's academic and behavior records will be entered into the JCAMPUS system to maintain continuity. At the end of the 10 or 15-day placement, the student will return to his/her home school and the student's records will be turned back over to their

home school for access in JCAMPUS.

Junior and Senior High Eligibility

- Eligibility for DAP consists of junior and senior high school students who have violated the Monroe City Schools' disciplinary code. Students are assigned for long term placement in lieu of an out-of-school expulsion.
- Students recommended for expulsion by the home school principal to the Child Welfare Director will be provided with a due process hearing. The referral packet is provided by the home school principal to the Child Welfare Director at the hearing. The hearing team makes a finding of whether the student is guilty of conduct warranting an expulsion and the specified period of the expulsion.
- Assignment to the program is on a long-term basis. The length of stay is a semester, remainder of the school year, or longer as authorized by Louisiana law. The Administrative Hearing Team will inform the students and parent/guardian of their determination.
- All due process activities must be completed with each eligible student prior to any transfer request. Before admittance into the program, an Intake Conference will be held with the student, parent/guardian and the Sherrouse principal or designee to go over expectations and requirements before completing their assignment.
- The principal of Sherrouse must obtain approval from the Superintendent BEFORE a student's expulsion may be activated.

Online Academy

- The MCSS' Online Academy Program is a schooling option rather than traditional public school. The program provides its students in grades 6 - 11 access to standards-based courses delivered by certified instructors via online programs. Students desiring to participate in the program must apply at the local school for which they are zoned. The application must include proof of residency, as well as all pertinent student records from their previous school.
- Students with disabilities may enroll in the Online Academy Program through an IEP placement ONLY.
- Students in grades 6-11 are enrolled in online courses via video. Weekly online meetings with the Online Academy Supervisor are required.
- Students are required to be active participants in daily lessons, complete assignments, and submit schoolwork each day.
- Application information and forms are available on the district's website.

XIV. 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. The description should include procedures for teachers, students, and parents related to student placement and should include dispute resolution steps that will be taken within the school and district leadership.

- Attempts to settle any grievances involving student placement should be made through conferences between those involved at the local school level. The aggrieved may at any time be accompanied by a parent/guardian or legal counsel. All decisions rendered at any stage, except the informal stage, will be set forth in writing.
- The sequential procedure of Due Process for School Personnel, parents/guardians, and students related to student placement, as the steps become necessary, is as follows:
    - Stage 1 (Informal Stage) - On an informal basis, every effort should be made to resolve any placement grievance between the involved parties at the local school level.
    - Stage 2 (Conference with the Principal) - In the event the differences cannot be resolved at the informal stage, then a formal complaint should be lodged with the building principal.
    - Stage 3 (Conference with the Supervisor/Chairperson of Pupil Progression) - In the event the differences cannot be resolved after a conference with the principal, then a formal complaint should be lodged with the Supervisor/Chairperson of Pupil Progression.
    - Stage 4 (Conference with the Superintendent) - In the event the differences cannot be resolved after a conference with the Supervisor/Chairperson of Pupil Progression, then a formal complaint should be lodged with the Superintendent.
    - Stage 5 (Appeal to the School Board) - In the event the differences cannot be resolved after a conference with the Superintendent, then a formal complaint should be lodged with the School Board. If the difference cannot be resolved with the Monroe City School Board, the aggrieved has the right to seek further relief through the judicial system.
- Placement decisions for students with disabilities are made by the IEP team. The due process procedures must be consistent with those described in the approved IDEA, Part B, and LEA application.
- Section 504 students should refer to the general procedure above. Due process procedures for qualified handicapped students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

XV. Additional LEA policies related to student placement and promotion

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

Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit

Pre-kindergarten Entrance Requirements

- Students entering pre-kindergarten in the MCSS must be four years of age on or before September 30 of the current school year. Registration requires a copy of the official birth certificate, social security number, immunizations, and two proofs of residence with the legal guardian of the child enrolling.
- The MCSS requires every pre-kindergarten student to be given the MCS Literacy and Numeracy Screener at the beginning and end of the year.
- Enrollment in the pre-kindergarten is offered on a limited basis in each elementary school.
- Pre-kindergarten in the MCSS is organized as a full day program and follows the same schedule as kindergarten children. Students are in school at least six hours each day.

Grading Policy

- All classes shall use the uniform grading scale for students enrolled in all grades K-12 for which letter grades are used (House Bill 424).

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

- There shall be four 9-week grading periods.
- At the midpoint of each grading period, progress reports will be issued.
- Fractions of one half (.5) or greater will be rounded up to the next highest whole number. All other fractions will be dropped.
- Homework is not to exceed the value of one test grade per grading period.
- Except where percentage grading may not be feasible, all teachers in grades 1 to 6 shall record percentage grades in the grade book. The grades are averaged and converted to a letter grade for each 9 weeks. The actual percentage averages for each grading period of that school year shall be used to determine the final grade.
- On all other permanent records, the final percentage and converted letter grade shall be recorded.
- At least one grade per week per subject shall be recorded in the grade book.
- Percentage grading will be used in all subjects in grades 7 to 12. Semester examinations will be given in all subjects. To determine the nine weeks, semester, and final grades and credits, the following procedures will be used:
    - The teacher shall record at least one grade per week in the grade book.
    - Nine weeks tests are optional and if given, may count no more than 20% of the nine-week grade.
    - At the end of each semester, for non-LEAP 2025 HS course, each nine weeks grade two times and the semester examination grade will be added. The sum will be divided by five to determine the semester percentage average. The final grade is the average of the two semester percentage averages.

- In LEAP 2025 HS courses-English I, English II, Algebra I, Integrated Math II, Geometry, Integrated Math III, US History, Civics and Biology I-the test score is converted based on the LOE conversion chart and will count as 15% of the final grade for the course. For students with disabilities identified under IDEA who meet the participation criteria found in Bulletin 1530, the LEAP 2025 HS test score will count as 5% of the final grade for the course.

- In courses receiving high school Carnegie credit, a final grade will be calculated only in cases where a failing grade earned during the first semester can be added to the second semester average to be greater than or equal to 119.
- When a student misses an assignment, teachers are to enter an "X" for that assignment into the gradebook which will average into the grade as a "0" until the assignment is made up according to the MCS make-up policy determined by the type of absence (excused or unexcused). An "E" may be placed in the gradebook for any classwork/participation assignment for which a student is exempt, which will not impact the student's final average.
- Any 8th grade course taken for Carnegie credit will follow the same grading policy as grades 9 - 12, including semester examinations and LEAP 2025 HS.
- Class rank is calculated based on ALL courses attempted. Calculations are based on the final grade earned in a course. Grades for courses that are retaken DO NOT REPLACE the original grade earned when calculating the grade point average (GPA).
- Valedictorians and salutatorians must have a minimum of seven semesters of high school credit.
- An unweighted GPA and/or weighted GPA may be used for college admission and scholarship recommendations. Weighted courses include Advanced Placement (AP), Gifted (GT), Talented Art (TA), and Pre-AP/Honors. Quality points are assigned as follows:
  - UNWEIGHTED/WEIGHTED

    A= 4 points / A = 5 points

    B = 3 points / B = 4 points

    C = 2 points / C = 3 points

    D = 1 point / D = 1 point

    F = 0 points / F = 0 points

Credit Recovery

- Only students who have previously failed a course may enroll in that course through credit recovery. The credit recovery program (Edgenuity) **cannot** be used to earn initial credit.
- Students and/or their parents/guardians must sign a Participation Agreement to enroll in the program.
- To progress through the sections of each assignment, a student must score 60% on each assignment before they can progress to the next lesson.
- Students have a maximum of three attempts to earn 60% on the assignment quiz.
- At the end of the semester, the final average is 4/5 of the assignment average plus 1/5 of the review test grade
- Seniors who fail the 2nd semester of a course during the senior year will not be allowed to enroll in credit recovery for that course until the following summer school session and must complete the credit recovery work by August 31st. They will not be allowed to participate in the graduation ceremony.
- Participation in credit recovery does not guarantee that a student will receive full credit.

- Students who fail a LEAP 2025 HS course ***and*** test must retake the course and are not eligible for credit recovery. If a student passes the LEAP 2025 HS test and fails the course, the student is eligible for credit recovery during the summer school session.

Acceleration

- Consideration for acceleration in grades K to 8 is made through review of a student's academic records, local and/or state assessments and all available standardized assessments.
- For identified gifted students, both enrichment (no credit) and independent research *(Carnegie* credit courses) offer the opportunity for year-long advanced level study in the student's interest or strength supervised by a certified gifted teacher. Enrollment in these courses will be determined by the IEP team.
- Acceleration, double promotion or grade skipping will be used only in rare and extreme cases. The SBLC will undertake a comprehensive review of the student's academic record and make a recommendation for acceleration to the principal. All consideration for acceleration will be made prior to October 1 of the school year. The school principal will make the final decision for acceleration after considering the judgments of the parent/guardian, classroom teacher and professional staff (SBLC).

High School Acceleration

- Consideration for acceleration in grades 9-12 (graduating in three years) is made at the request of the parent.
- MCSS provides the opportunity for acceleration and advanced level studies to students in grades 9 to 12 through collegiate programs, dual enrollment, Advanced Placement, credit by proficiency, CLEP tests, enrichment, independent research, and early graduation.
- For identified gifted students, both enrichment (no credit) and independent research (credit courses) offer the opportunity for year-long advanced level study around the student's interest or strength supervised by a certified gifted teacher. Enrollment in these courses will be determined by the IEP team.

Early Graduation

- A student who completes all diploma requirements including LEAP 2025 HS requirements may graduate early.
- A request for early graduation must be made by the parent in writing.
- After a thorough review of a student's academic records including local and/or state assessments, all available standardized assessments, and minimum acquisition of THRIVE components, a plan can be developed with the parent and student for meeting graduation requirements in three years.
- The student's guidance counselor and the principal will verify the completion of all high school graduation requirements including meeting the minimum THRIVE components to be career and college ready.
- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- Additional Carnegie credit and credit flexibility would require minimum seat time and state approved proficiency exams.
- The distance education course must be acquired through an approved accredited correspondence course at the parents' expense, i.e. Brigham Young University.
- Course Choice/Dual enrollment courses as well as CLEP and Advanced Placement courses may be available to students. AP and CLEP opportunities are available with

parent request and/or teacher recommendation. Dual enrollment courses will be available to students with a minimum ACT score of 20 during the junior and senior year in TOPS Core classes. Parents must complete the Course Choice Parental Request Form and Course Choice THRIVE/Parental Consent Form for students to participate. (See Appendices)

Credit by Proficiency

- Students may earn credit by demonstrating proficiency by earning a passing score on specific examinations. For courses which have LEAP 2025 HS tests (English I, English II, Algebra I, Geometry, Integrated Math II, Integrated III, Civics, and Biology) only a score of mastery or advanced on the state mandated test may be used for proficiency. For LEAP 2025 HS tests, LDOE's grade conversion chart will be used to determine the grade received. For other proficiency tests, the credit will be posted to the transcript as P (pass) and will not affect the student's GPA.
- Additional credit by proficiency options must be approved by LDOE.
- MCSS has received approval for the following credit by proficiency tests and courses:

Exam Title	HS Carnegie Credit to be Awarded
CLEP College Algebra	Algebra III (1 unit)
CLEP College Composition (This test includes scored essays.)	English IV (1 unit)
CLEP College French Language	French III, IV (2 units)
CLEP College Spanish Language	Spanish III, IV (2 units)
CLEP American Government	US Government (1 unit)
CLEP Biology	Biology II (1 unit)
CLEP Chemistry	Chemistry II (1 unit)
CLEP Introductory Business Law	Business Law (1/2 unit)
CLEP Financial Accounting	Accounting II (1 unit)
CLEP Western Civilization I	Western Civilization (1 unit)
CLEP Western Civilization II	Western Civilization (1 unit)
CLEP History of US II	US History (1 unit)
CLEP Principals of Marketing	Principles of Marketing (1 unit)
CLEP Pre-calculus	Pre-calculus or Adv. Math-Pre-calculus (1 unit)
CLEP Calculus	Calculus (1 unit)
CLEP Introductory Psychology	Psychology (1 unit)
CLEP Introductory Sociology	Sociology (1/2 unit)
NCCERCore	NCCER Core (1 unit)
Customer Service	Customer Service (1 unit)

Junior High Acceleration

- MCSS provides the opportunity for acceleration and advanced level studies to students in grades 7 and 8 through the acquisition of high school credit.
    - Algebra I, and Physical Science are core subjects offered in junior high school. All other high school credit courses are considered electives.
    - Students must successfully complete 7th and 8th grade Spanish to earn the Spanish I Carnegie credit.
    - Students must successfully complete 7th and 8th grade Computer Science (Coding) to earn Computer Science I Carnegie unit as a foreign language.
- To be considered for enrollment in Algebra I in the 8th grade, the student must have a satisfactory score on a rubric that includes the following criteria:
    - Passing a district math screener at the end of the 7th grade
    - Earn a score of mastery or above on the 7th grade LEAP math exam
    - Parental request
    - Earn a minimum grade point average
    - 7th Grade Math Teacher recommendation
- Students in grade 8 entering high school may choose to transfer courses for high school credit. Courses in which the student scored an F will NOT be transferred to high school. Once the course is on the student's transcript and forwarded to the high school, it becomes a part of the student's PERMANENT cumulative record (See Appendix C-Transfer of High School Credits).
- Algebra I taken in 8th grade will be transferred to high school when the student scores on the required LEAP 2025 High School test at a level which can be "banked" according to Bulletin 111 (Advanced, Mastery, or Basic on the LEAP 2025 High School test).
- Any 8th grade course taken for Carnegie credit will follow the same grading policy as grades 9 - 12, including semester examinations and LEAP 2025 HS.

High School Grade Placement

- Students who have earned six units of credit that includes one credit each of English and math shall be placed in the tenth grade.
- Students who have earned eleven units of credit that include two courses each in English and math, and one required course in science and social studies shall be placed in the eleventh grade. For students in the TOPS Tech pathway, 2 credits in the student's career major are also required for placement in 11th grade.
- Students who have earned seventeen units of credit that include three courses each in English, math, two each in science and social studies shall be placed in the twelfth grade. For students in the TOPS Tech pathway, 4 credits in the student's career major are also required for placement in 12th grade.
- Students who have earned twenty-four credits (twenty-three for students in the TOPS Tech graduation pathway), including all required courses, and have passed the required LEAP 2025 HS tests and industry-based certifications (IBCs) shall be eligible for graduation in accordance with Bulletin 741.

Early Dismissal for Seniors

- A student will be allowed to have early dismissal and be unscheduled during their senior year if they meet the following criteria.
    - The student needs a limited course load to meet the requirements to graduate.

- The student has met the required components of LEAP 2025 (April Dunn students – exempt from passing but must have attempted required tests).
- The student has a minimum ACT composite score of 20 or Gold on ACT WorkKeys.
- The student has six (6) hours of TOPS aligned dual enrollment credit **or** a minimum ACT sub score in math or English **or** an AP score of >=3 **or** an advanced IBC **or** a state approved IBC basic bundle **or** a work-based learning apprenticeship/internship.

- The eligibility for student early dismissal is verified by the student's counselor and agreed upon by the parent in writing by completing the Senior Early Dismissal Form. (See Appendix)
- Early dismissal is subject to review and can be revoked at any time by school administrators.

Transfer Students

- Courses and grades transferred from another school or from a home school are accepted at "face value" and abide by the grading scale set by the sending school or home school representative (Bulletin 741 §707).

XV. LEA assurances and submission information

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

Monroe City Schools

2026-2027 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: November 10, 2026

Sam Moore, III

Superintendent

Brandon Johnson

Board President

Appendices

MONROE
CITY SCHOOLS

2006 Tower Drive · Monroe, Louisiana 71201 · Phone: (318) 325-0601 · www.mcschools.net
Sam L. Moore, III, Superintendent

Pupil Progression Parent Notification

School: _____ Date: _____

Student: _____ DOB: _____
Last Name First Name Middle Initial

Age: _____ Present Grade: _____ Grade Placement: _____

Dear Parent/Guardian,

Your child may be eligible to be placed in the next grade level according to the pupil progression guidelines and policies established for administrative assignment/promotion of students.

The School Building Level Committee met on _____. The committee reviewed your child's academic and attendance records and affirmed the placement for your child as checked below:

SUMMER SCHOOL IS REQUIRED OR STUDENT WILL NOT PROMOTE.

☐ Placed in 1st 2nd 3rd 4th 5th 6th 7th 8th

☐ Placed in 9th Grade as a Transitional 9th Student *(T9 students will be required to participate in remediation by enrolling in Reading I and/or Integrated Math I with the possibility of* ***not*** *taking a social studies course)*

☐ Retained in Current Grade

Please call the school principal or SBLC Chairperson if further assistance is needed with this matter or arrange a conference to discuss this proposed administrative grade placement.

Sincerely,

_____ _____ _____
Principal SBLC Chairperson Counselor (optional)

I refuse for _____ to be pupil progressed for the upcoming school year. I understand that my child was eligible according to the Monroe City School System's Pupil Progression plan.

_____
Parent Signature

COPY MUST BE MAILED TO PARENT/GUARDIAN

MONROE
CITY SCHOOLS

2006 Tower Drive - Monroe, Louisiana 71201 - Phone: (318) 325-0601 - www.mcschools.net
Sam L. Moore, III, Superintendent

Pupil Progression Checklist Grades K-8

School: _____ Referring Teacher: _____ Date: _____

Student: _____ DOB: _____
Last Name First Name Middle Initial

Age: _____ Grade: _____ Regular Education: _____ 504: _____ Special Education: _____
REFER TO IEP TEAM

REVIEW OF CUMULATIVE RECORD: (Attach grades and attendance from JCampus)

List all grades FAILED: _____

REVIEW OF TEST DATA: (Check and attach copies of all available student data.)

❒ State Testing – attach copy of Student Test History (grades 3-8)

❒ DIBELS (K-3 Literacy Screener)

❒ STAR Reading and Math

❒ Other: _____

RESULTS OF WRAT TEST (SBLC Screening Test): (Optional)

Date Administered: _____ Reading: _____ Math: _____ Spelling: _____

RECOMMENDATION OF SBLC COMMITTEE: ❒ Promoted ❒ Summer School ❒ Retained in Current Grade

SIGNATURES: (Principal must be part of the decision.)

_____ _____ _____
_____ _____ _____

COMMENTS: (Optional)

_____

DECISION OF DISTRICT PPP: ❒ Approved ❒ Not Approved

ORIGINAL DOCUMENT MUST BE PLACED IN CUMULATIVE FOLDER and COPIES SENT TO SUPERVISOR AND PPP CHAIR.

MONROE
CITY SCHOOLS

2006 Tower Drive · Monroe, Louisiana 71201 · Phone: (318) 325-0601 · www.mcschools.net
Sam L. Moore, III, Superintendent

High School Credit Courses Taken During Junior High School

Dear Eighth Grade Parents and/or Guardians,

Transferring high school courses is optional. Once a course is transferred to the high school, it becomes a part of the student's high school transcript. The choice not to transfer a credit/grade may result in your child repeating the course.

High school courses with grades taken at junior high school are transferred and accepted at "Face Value" and with the grading scale set by the sending school. All grades on a transcript are calculated in the total Grade Point Average (GPA) and used to determine class rank.

Algebra I taken in 8th grade will be transferred to high school with the student score of Advanced, Mastery, or Basic on the required LEAP 2025 high school test which can be "banked" according to Bulletin 111.

Please be aware that the NCAA Clearing House **does not accept** credits earned before ninth grade when determining eligibility for athletes to be recruited for college. Students would have to retake the course once they are enrolled in high school to be eligible for recruitment. Some substitutes may be accepted.

It is the parent's responsibility to contact the attending school to determine the status of high school credits and grades transferred.

Please contact Jacquelyn Flood-Anderson, MCS Chief Academic Officer, if further information is needed.

I, _____, parent of _____, received this information on high school credit transfer on _____.
(Date)

☐ **Transfer only A and/or B High School Credits**

☐ **Transfer High School Credits regardless of grade**

☐ **DO NOT Transfer High School Credits**

_____
(Parent/Guardian Signature)

MONROE
CITY SCHOOLS

Senior Early Dismissal Form

Effective Fall 2026

Student Name: _____ **School Name:** _____

The student's request for early dismissal must include parental/guardian approval in writing unless the student is 18 years or older and/or emancipated and submitted to the high school Principal.

Early Dismissal Criteria:

A student will be allowed to have early dismissal and be unscheduled during their senior year if they meet the following criteria.

- ☐ The student needs a limited course load to meet the requirements to graduate.
- ☐ The student has met the required components of LEAP 2025 (April Dunn students – exempt from passing, but must have attempted required tests)
- ☐ The student has a minimum ACT composite score of 20, **or** ACT WorkKeys score of Gold **or** ASVAB score of 59.
- ☐ The student has six (6) hours of TOPS core dual enrollment credit **or** an AP score of >=3 **or** an advanced IBC **or** a state approved IBC basic bundle **or** a work-based learning apprenticeship/internship.
- ☐ The eligibility for student early dismissal is verified by the student's counselor and agreed upon by the parent in writing by signing below.

Parent/Guardian and Student Signature:

By initialing and signing below, you verify that you understand and agree to the following statements.

_____ Student must have transportation arranged which will allow them to leave campus promptly according to their class schedule.

_____ Student **is not** permitted to be on campus during their approved early dismissal period(s).

_____ Student athletes and auxiliary members must leave the campus and return for 7th period PE.

_____ Failure to adhere to the requirements of this form will result in the student being assigned to a full seven (7) period schedule.

_____ Early dismissal is subject to review and can be revoked at any time by school administrators.

X _____

Signature of Parent/Legal Guardian — Parent/Legal Guardian's Full Name (**please print**)

X _____

Signature of Student — Date

For Office Use Only

- ☐ Approved
- ☐ Denied – Reason _____
- ☐ Revoked – Reason/Date: _____

X _____ Signature of Counselor

X _____ Signature of Principal

MONROE CITY SCHOOLS

Course Choice Parental Request Form

Parent/Student Information

Please complete the following information for the parent and student.

Parent's Name	
Parent's Email Address	
Parent's Phone Number	
Student's Name	
Student's Grade Level	

Requested Course Information

Please complete the following information for each course provider and the requested courses.

Course Title	Name of Course Provider

Course Priority and Description

Priority	Description
1	Seniors who require a course to graduate or student access to TOPS aligned courses that are not available through the school or school system.
2	Students enrolling in required courses to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning.
3	Students seeking access to TOPS aligned college credit.
4	Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools.
5	Access to high-quality academic content aligned to graduation requirements or access to high-quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit.
6	Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28: XI.17111 Bulletin 111.
7	Other priorities defined by the school system, approved by LDOE, and included in the school system's pupil progression plan prior to the student enrollment process.

Office Use Only

Date received: _____ Reviewed by: _____ Date of Parent Consultation: _____

Final Course Choice Status

Course Title	Name of Provider	Final Status	Priority Alignment
		Accepted/Denied	
		Accepted/Denied	
Alternate:		Accepted/Denied	

MONROE
CITY SCHOOLS

Course Choice/THRIVE/ Parental Consent Form

To whom it may concern,

I, _____ give my consent for my child, _____ to participate in the Course Choice program or Dual Enrollment portions of the THRIVE component of the school performance score based on my request and the availability of the course using the Louisiana Department of Education's Course Choice priority list provided as discussed with my child's counselor.

By initialing and signing below, I agree with the following statements as applicable.

_____ I have consulted with my child and my child's counselor in making decisions that will have an impact on my child's courses, grades, and transcripts.

_____ I understand that my child must meet the minimum requirements to participate in course choice or dual enrollment.

_____ I understand that my child is taking college dual enrollment courses and the grade that my child earns will be on the permanent high school and college transcript. If the grade is assigned from the university, the final grade will be posted on the student transcript ***at the end of the semester, not at each grading period***. Dual enrollment classes taught on campus will have grades posted for each grading period.

_____ I understand that I will be required to reimburse the full cost required to Monroe City Schools if the following occurs: the students does not pass the course with at least a "C" as the final grade or the student drops the course after the official university drop date.

I CONSENT to Monroe City Schools disclosing my child's personal information listed above to course choice providers and the Louisiana Department of Education for the purposes stated above.

X _____ _____

Signature of Parent/Legal Guardian | Parent/Legal Guardian's Full Name (**please print**)

_____ _____

Student's Full Name (**please print**) | Date