

2022-2023 Pupil Progression Plan

Local Education Agency:

Monroe City Schools

Background and Purpose

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

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

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

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

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

Grade 1

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

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

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

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

The Monroe City Schools System (MCSS) shall 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 Desired Results Developmental Profile (DRDP) 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 for students in kindergarten and grades 1, 2, 5, 6, and 7

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

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

- 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 B) 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).
- 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).
- Pupil Progression should be done in May and August. Midterm Pupil Progression must be approved by PPP chair prior to student being moved and is not allowed in grades 6 and/or 8.
- Promotion
 - Kindergarten – The kindergarten student must successfully complete the Monroe City Schools curriculum with at least a 75% average in English language arts (ELA) and math. If the decision is to retain, a review will be made by the Elementary Supervisor 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.
 - 1st and 2nd grades – Students must pass ELA and math with at least 75% average.
 - 5th and 6th grades – Students must pass ELA, math, and either science or social studies with at least 67% 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 67% average.
- A student cannot be retained more than one time in grades 1 to 6, exclusive of grade 4, and cannot be in junior high school more than three years.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

- 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 B) 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).
- 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).
- Pupil Progression should be done in May and August.
- Promotion
 - 3rd grade – Students must pass ELA and math with at least 75% average.
- A student cannot be retained more than one time in grades 1 to 6, exclusive of grade 4, and cannot be in junior high school more than three years.
- Regardless of the decision to retain or promote, each student who has not met an acceptable level of performance on the literacy screener will have an individual literacy plan developed to provide specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities. See Appendix E.

IV. Promotion of students in grade 4

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

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

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

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

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

- 4th grade students must pass ELA, math, and either science or social studies with at least 67% average, and meet LEAP 2025 testing standard as specified by BESE, to be promoted to the 5th grade.
- The principal and the 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 B) 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).
- 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).
- Pupil Progression should be done in May and August. Midterm Pupil Progression must be approved by PPP chair prior to student being moved.
- First time fourth grade students who do not meet the passing standard for LEAP 2025 must complete summer remediation. The SBLC will determine placement/promotion based on the student's proven academic performance including academic coursework and attendance.
- The decision to retain a student more than once as a result of failure to meet the promotional requirements of a 4th grader shall be made by the SBLC after reviewing the following information pertinent to each student: age, previous retentions, academic performance, summer remediation participation, attendance during the regular school year, and special circumstances.
- Students are not retained in grade 4 more than one year as a result of state-mandated assessments.
- Regardless of retention/promotion decision, each student who does not earn Basic on at least two of the four subject areas on the LEAP 2025 will have an Individual Academic Improvement Plan (IAIP) developed by a team including the parent(s). See Appendix D.

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

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

Transitional 9th Grade

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

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

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

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

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

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

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

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

- 8th grade students must pass ELA, math, and either science or social studies, as well as an elective or physical education, with at least 67% 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 correct grade level placement decision was made for students regarding LEAP 2025 and 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 B) 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).

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or

- b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, and feedback on assessments.

- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

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

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

Information for school administrators

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

LHSAA Academic Credit Policy

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

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

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

- The principal and the 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 B) 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).
- 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).
- Pupil Progression should be done in May and August. Midterm Pupil Progression must be approved by PPP chair prior to student being moved and is not allowed in grades 6 and/or 8.
- A student who completes all diploma requirements including LEAP 2025 HS (EOC) requirements may graduate early. After the request from the parent, in writing, for early graduation, the principal will verify the completion of all high school graduation requirements.
- 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, and enrichment and independent research.
- For identified gifted students, both enrichment (no credit) and independent research (credit courses) offer the opportunity for year-long advanced level study in the area of the student's interest or strength supervised by a certified gifted teacher. Enrollment in these courses will be determined by the IEP team.

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 two courses each in English, math, 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 EOC and/or LEAP 2025 HS tests and industry-based certifications (IBCs) shall be eligible for graduation in accordance with Bulletin 741.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the "basic" achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

- 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 in this matter, he/she shall consult with the Superintendent and the policy of the MCSS.
- 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 the 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 OR Excellent or Good for the EOC).
- Courses and grades transferred from another school are accepted at “face value” and abide by the grading scale set by the sending school (Bulletin 741 §707).

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.

- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Summer remediation

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

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.

- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Promotion and placement of certain student populations

Students with disabilities

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

English learners

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

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

- 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 (LAA1) 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)
 - 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 1530, 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 (EOC) 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.

- Based upon the criteria set forth by the LDE, his/her IEP committee determines if the exceptional student will participate in general district and statewide or in the LEAP Connect (LAA1) assessment. This decision is made on an annual basis, but may change during the school year; therefore, the student's assessment program could change, depending on his/her educational progress.
 - Criteria: The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior and the student's cognitive and/or adaptive behavior has been assessed and the student is functioning:
 - 3 or more standard deviations below the mean;
 - Between 2.3 and 2.9 standard deviations below the mean and has completed 5th grade; or
 - Between 2.0 and 2.29 standard deviations below the mean and has completed 5th grade—additional documentation required.
- MCSS will follow the procedures described in Bulletin 1706, Regulations for the Implementation of the Children with Exceptionalities Act for enrollment of a transferring student with disabilities.
 - If a student with a disability (who had an IEP that was in effect in a previous public agency within Louisiana) transfers to a new public agency within Louisiana, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either:
 - Adopts the student's IEP from the previous public agency, or
 - Develops, adopts, and implements a new IEP that meets the applicable requirements in Bulletin 1706 §320-324 (Refer to Bulletin 1706 §323).
 - If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Louisiana and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide the student with FAPE (including service comparable to those described in the student's IEP from the previous public agency) until the new agency:
 - Conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public agency), and
 - Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in Bulletin 1706 §320-§324 (Refer to Bulletin 1706 §323).
 - The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional **concurrent** with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition:
 - An Interim IEP may also be developed for student 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 for student 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).
-
- 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 Language Minority Students must be determined using the English Language Proficiency Screener (ELPS)- Any Language Minority Student who is determined to have limited English proficiency will be considered an English Language Learner (ELL).
 - If there is a discrepancy between chronological age and grade placement based on records and/or screening, an ELL 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. See section X. for additional information.
 - The ELL teacher(s) monitor ELL students once they have reached the proficient level for two years. Documentation of conferring regularly with teachers to verify student's progress will be submitted and maintained by the district ELL coordinator.

X. Alternative education placements

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

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

- The MCSS provides alternative programs that operate within the confines of LDE 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 in order to promote responsibility and foster a desire to follow the rules and guidelines in order 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 be returned to their home-based school.
- Special education students may be assigned to the 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 fire arms, 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 WebPams system in order 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 WebPams.

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 or not 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 student and parent/guardian of their determination.
- All due process activities must be completed on 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 K – 12 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 K-5 are enrolled in online courses with teachers provided through an online platform. Regular class meetings with the teacher are required. Parents/guardians are required to provide a learning coach to help students succeed by setting up and maintaining a daily work schedule, providing an appropriate dedicated work space, assisting students as necessary with course content and attending conferences with the teacher and/or Online Academy Supervisor as requested.
- Students in grades 6-12 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.

XI. Due process related to student placement and promotion

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

- Attempts to settle any grievances involving student placement should be made through conferences between those involved at the local school level. It should be pointed out that 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.

XII. Additional LEA policies related to student placement and promotion

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

Attendance

- Elementary students are allowed 14 unexcused absences for the year.
- Junior High students in non-Carnegie unit courses are allowed 14 unexcused absences for the year.
- Junior High students earning Carnegie credits are allowed 7 unexcused absences per semester.
- High School students are allowed 7 unexcused absences per semester.

Grading Policy

- Regular classes shall use the uniform grading scale for students enrolled in all grades K-12 for which letter grades are used (Bulletin 741 §2302).

Grade	Percentage
A	93 – 100
B	85 – 92
C	75 – 84
D	67 – 74
F	66 and below

- A ten-point scale shall be used for secondary honors, AP, IB, gifted, talented art, and dual enrollment courses.

Grade	Percentage
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below

- 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 weeks grade.
 - At the end of each semester, for non-LEAP 2025 HS (or EOC) 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 (or EOC) courses—English I, English II, English III, Algebra I, Integrated Math II, Geometry, Integrated Math III, US History and Biology I—the test score as converted based on the LDE conversion chart 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 (EOC) 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 133. For courses using the alternate/honors grading scale, the sum must be greater than or equal to 120.
 - Except in cases with extenuating circumstances, all incomplete grades must be removed within two weeks or the grade automatically becomes an F.
 - 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.
- A 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 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 67% on each assignment before they can progress to the next lesson.
- Students have a maximum of three attempts to earn a 67% 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.

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 (EOC) tests, only the state-mandated test may be used for proficiency. For LEAP 2025 HS (EOC) 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 LDE.
- 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)
NCCER Core	NCCER Core (1 unit)
Customer Service	Customer Service (1 unit)

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.
- Algebra I, Physical Science and Health 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.
- 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 area of 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 the 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 involved professional staff (SBLC).

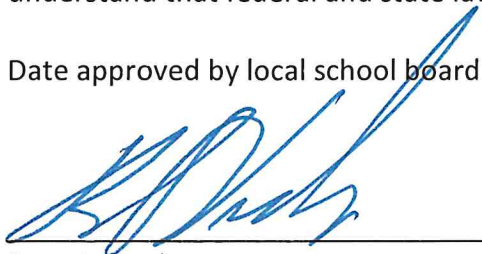
Pre-kindergarten Entrance Requirements

- 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 shall require every entering pre-kindergarten student to be given a readiness inventory. 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. These children are in school at least six hours each day.

XIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____



Superintendent



Board President

Appendices

Appendix A

MONROE CITY SCHOOL SYSTEM 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 5th Grade
- Placed in 9th Grade as a Transitional Student
- Retained in Current Grade

Please call the school principal or SBLC Chairperson if further assistance is needed with this matter or to 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 2017-2018 school year. I understand that he/she was eligible according to the Monroe City School System's Pupil Progression plan.

Parent Signature

COPY MUST BE MAILED TO PARENT/GUARDIAN

Appendix B

MONROE CITY SCHOOL SYSTEM
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 JPAM)

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
- STAR Reading and Math
- Other: _____

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

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

DECISION OF SBLC COMMITTEE: (Circle One) Promoted Summer School

Retained in Current Grade

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

_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMENTS: (Optional)

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

Appendix C

2006 Tower Drive,



MONROE
CITY SCHOOLS

Monroe, Louisiana 71201

Phone: 318-325-0601 Fax: 318-323-2864
Dr. Brent Vidrine, Superintendent

To: Eighth Grade Parents and/or Guardians

Re: Courses Taken for High School Credit during Junior High

Transfer of High School Courses is **OPTIONAL BEFORE** they are placed on the student's transcript. Once a course is on the student's transcript and forwarded to a High School, it becomes a part of the student's **PERMANENT** cumulative record. The choice not to transfer a credit/grade may result in your child repeating the course.

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 OR Excellent or Good for the EOC).

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

Courses/grades transferred are accepted at "Face Value" and abide by 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. Altering or deleting courses or grades from a cumulative record is considered **GRADE TAMPERING**. The Louisiana State Department of Education forbids grade tampering and considers it a direct violation of the State Pupil Progression Policy.

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

Please contact Sallie Sutherland or Cassie Owens 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)

Individual Academic Improvement Plan

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
---------------------------------	-------

Individual Academic Improvement Plan

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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Individual Academic Improvement Plan

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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Individual Academic Improvement Plan

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

**Attach additional pages as necessary.*

School Administrator Signature:	Date:
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Student Individual Literacy Plan

School Year _____

Plan Start Date _____

Student Name _____ Grade Level _____ Teacher Name _____

Data Collection

Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

Literacy Screener:		Assessment:		Class/Subject	Grade
Measure	Score	Measure	Score		
		Assessment:			
		Measure	Score		
Composite Score					

Intervention/Support Action Plan

Include any actions that are in place to address the student's area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

Provider/Service	Program/Skills	Frequency	Adjustments (based on PM)



Family Involvement

List any communication with the parent/guardian that shares information about the student’s results, intervention plans, and progress monitoring. At-home reinforcement can be discussed and encouraged. Additional information can be shared by completing and sending home the Student Literacy Screener Results template.

Conference Date & Name	Notes

Progress Monitoring

Regular progress monitoring of a specific measure or skill provides trackable data on student improvement and needs. Progress monitor on one or two measures/skills at a time. Under each date, record the score for that measure/skill.

Measure/Skill	Date:	Date:	Date:	Date:	Date:	Date:

Important Note: This plan is for school and/or classroom use. Please review the Family Involvement section above for communicating data and action plans with parents/guardians.

Updated April 2022