

2026-2027 Pupil Progression Plan

Local Education Agency:

Morehouse Parish School Board



The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Table of Contents

I.	<u>Background and Purpose</u>	3
II.	<u>Placement of students in kindergarten and grade 1</u>	4
III.	<u>Promotion and retention of students in grades 1, 2, 3, 4, 5, 6, and 7</u>	5
IV.	<u>Promotion and support of students in grade 8 and high school considerations</u>	7
V.	<u>Individual Graduation Planning</u>	11
VI.	<u>Placement of transfer students</u>	12
VII.	<u>Support for students</u>	12
VIII.	<u>Literacy support standards for grades k-3</u>	14
IX.	<u>Course Choice</u>	14
X.	<u>Promotion and placement of certain student populations</u>	15
XI.	<u>Louisiana GATOR</u>	16
XII.	<u>Alternative Education Placements</u>	17
XIII.	<u>Due process related to student placement and promotion</u>	17
XIV.	<u>Additional LEA policies related to student placement and promotion</u>	18
XIV	<u>LEA assurances and submission information</u>	19

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 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.

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

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 Morehouse Parish School system will require every entering kindergarten student be given the Numeracy Screener and Literacy Screener (DIBELS) within the first 30 operational days of school. Both screeners will be administered three times a year (BOY, MOY, and EOY). The results of these tests will be used in student placement and for planning instruction. Those students who do not possess readiness skills shall receive academic assistance and daily intervention, such as Accelerate Learning, i-Ready, computer-based learning, high-dosage tutoring, and after-school tutoring. These tests will not be used to exclude students from entering kindergarten in the Morehouse Parish School System.

Students entering 1st grade must score 70/C or higher in ELA and math before promoting to 1st grade. 1st grade students must meet the attendance policy as outlined in Bulletin 741.

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. Particular 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.

Students cannot have more than 5 unexcused absences each semester to receive credit. The Parish Review Committee will review the decisions made by the schools.

PROMOTION CRITERIA FOR GRADES 1 AND 2

To promote to **Grade 1**: Students must score 70/C or higher in reading and math in kindergarten before promoting to 1st Grade. To promote to **Grade 2**: Students must earn 60/D or higher in ELA and math.

PROMOTION CRITERIA FOR GRADE 4

Students must pass three (3) of five (5) subjects. Students must earn 60/D or higher in ELA and math and at least one other core subject (science or social studies). A student who has repeated the 4th grade due to not meeting state criteria but has passing scores in teacher-assigned grades and who will be 12 years old before September 30, may promote to the 5th grade by the Parish Review Committee with parental approval.

PROMOTION CRITERIA FOR GRADES 5

Students must pass three (3) of five (5) subjects. Students must earn 60/D or higher in ELA and math and at least one other core subject (science or social studies). The student must meet the attendance policy as provided in Bulletin 741.

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. Particular 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 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 on the basis of 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 an Individualized Academic Support Plan (see [Section VI. Support for students](#)).
- Students retained in third grade pursuant to this requirement shall be provided 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 as a result 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.

PROMOTION CRITERIA FOR GRADE 3

Students must pass ELA, math, and science or social studies with a passing score of 60/D or higher in each subject. The student must meet the attendance policy as provided in Bulletin 741.

Summer remediation will be mandatory for 3rd grade students who score at the lowest achievement level on DIBELS after their retest opportunity at the end of the 2025-2026 school year if they do not qualify under a Good Cause Exemption (see previous page).

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. Particular 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.

PROMOTION CRITERIA FOR GRADES 6 AND 7

Students must pass ELA, math, and science or social studies with a passing score of 60/D or higher in each subject. The student must meet the attendance policy as provided in Bulletin 741.

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.

Students must pass six subjects - ELA, math, and either science or social studies.

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 in order 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. 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.

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 of 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 period 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 nontraditional 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.

Carnegie Units per Grade

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

V. 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.

Before the end of the second semester, students will complete a career interest inventory provided by career compass as part of the individual graduation planning process.

V. 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.

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

For admission or readmission of Home Study/Unapproved school students, the Woodcock-Johnson Academic Achievement Test will be used to determine the grade level at which students should be admitted.

VI. 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.

VIII. 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 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

IX. 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 in order 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.

X. 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.

Exceptional Students' Placement

Placement decisions for students with exceptionalities are made by the IEP team and are subject to the procedures set forth in Bulletins 1706 and 1530. All IEPs are reviewed by the Special Education Department including the placement section of the IEP Form. Any member of the IEP team, parent, teacher, principal or superintendent can make a request for an IEP team meeting to discuss placement. The IEP decisions are subject to due process procedures set forth in Bulletins 1706 and 1530

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. Identify rigorous educational goals for the student;

2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement. (Bulletin 1530 §403). §403.

Students who transfer from public agencies within Louisiana shall be enrolled according to guidelines in Bulletin 1706, Section 323, Subsection E.

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 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:

1. Adopts the student's IEP from the previous public agency; or
2. Develops, adopts, and implements a new IEP that meets the applicable requirements in §§320 through 324.

Students who transfer from Public Agencies Outside of Louisiana shall be enrolled according to guidelines in Bulletin 1706, Section 323, Subsection F IEPs for Students who Transfer from another State

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 services comparable to those described in the student's IEP from the previous public agency), until the new public agency:

3. Conducts an evaluation pursuant to §§305 through 307 (if determined to be necessary by the new public agency); and
4. Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §§320 through 324.

Children with Disabilities Approaching Age 3 from Bulletin 1530 Section 105.B2

1. Children with disabilities receiving Part C services (Early Steps) who are "turning three-years-old" and are suspected of being eligible for Part B services shall be referred to the LEA when the child is 2 years, 2 months through 2 years, 9 months of
2. The Part C Family Service Coordinator will notify the LEA of the date for the transition meeting to determine whether the student shall be evaluated for Part B
3. The LEA will begin the evaluation process to determine eligibility. When the child meets eligibility criteria according to Bulletin 1508, Pupil Appraisal Handbook,

the IEP Team must develop and implement the IEP by the child's third birthday.

4. If the child's birthday occurs during the summer months, the child's IEP team will determine the date when services will begin. Services shall begin no later than the start of the next school year.
LEAP Connect Eligibility Criteria
5. Eligible students are those:
 - who are disabled under the mandated criteria
who participated in LEAP Connect
2. Eligible students shall meet the Eligibility Criteria listed below to award a certificate of achievement. The receipt of a certificate of achievement shall not limit a student's continued eligibility for services under these regulations unless the student has reached the age of twenty-two.
3. The student has participated in general district and statewide assessments.
4. The student has completed at least 12 years of school or has reached the age 22 (not to include students younger than 16).
5. The student has met attendance requirements according to Bulletin 741.
6. Transition planning has been completed and documented.
7. A body of evidence exists to document that the student had access to and progressed in the general curriculum, to include, at a minimum, Louisiana Content and Extended Standards in the areas of English/Language Arts, Mathematics, Science, and Social Studies and the foundation standards.
8. A body of evidence exists to document that the student has developed vocational competencies.
9. These students will be considered for all honors/recognition as any other student.

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

For admission or readmission of Home Study/Unapproved School students, the Woodcock Johnson Academic Achievement Test will be used to determine the grade level at which students should be admitted.

XI. 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.

XII. 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.

If a student's behavior, class work, and attendance show satisfactory progress, the student may be readmitted to the home based school on a probationary basis to complete the term of his/her expulsion. Any student who does not make satisfactory progress will remain in the program until such progress is demonstrated, or it is determined that some other alternative program would be in the best interest of that student.

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

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

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

XIII. 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.

Regular Education Students

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

- **Level One:** A person with a grievance must first take it to the local school principal.
- **Level Two:** In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level One, he/she may request the School Building Level Committee hear the complaint and render a decision.
- **Level Three:** In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may request that Parish Pupil Progression Review Committee hear the complaint and render a decision.
- **Level Four:** In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, he/she may request a hearing before the Superintendent of Morehouse Parish Schools
- **Level Five:** In the event an aggrieved person is not satisfied with the disposition of his/her grievance at Level Four, he/she may request the Superintendent of Morehouse Parish Schools schedule a hearing before the Morehouse Parish School Board at its next regular meeting.
- **Level Six:** In the event the aggrieved person is not satisfied with the decision of the Board, further legal action may be taken.

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

Students with Disabilities

- In the case of the exceptional student, due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B LEA Application.
- Decisions related to placement are made by the IEP Team and are subject to the due process procedures set forth in Bulletins 1706 and 1530.
- Due process procedures for qualified handicapped students must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.
- Students with disabilities who fail to meet state and local promotion guidelines shall have promotion determinations made by the IEP Team. (Bulletin 1530, Chapter 4)
- Students with disabilities who participate in the LEAP Alternate Assessment (LEAP Connect) or are assessed under April Dunn Act 833 provisions shall have promotion decisions determined by the IEP Team.

Section 504 Students

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

For all students eligible under Section 504 or the Rehabilitation Act of 1973 (PI-93-112), the school system ensures that parents/guardians have the right to the following:

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

XIV. 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

JUMPSTART PROGRAM

JumpStart is the state's program for school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, certifying them for the career fields most likely to lead to high-wage jobs. JumpStart will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma. JumpStart will ensure students access to state-of-the-art facilities, equipment, and professionals to prepare during their high school schedules for careers in Louisiana's high-growth job sectors. Regional JumpStart teams will identify career opportunities important specifically to each region of the state, for which students may earn industry credentials. By offering credentials that give graduates a leg up in Louisiana's economy of today and tomorrow, JumpStart will prepare our high school graduates for a productive adulthood.

Bastrop High School has developed JumpStart Pathways in the areas of: Health Science, Manufacturing, Business Management, Pre-Educator Rising, and Agriculture. To graduate in a pathway area, a student must receive at least one certification. Jump Start students are not eligible for valedictorian or salutatorian.

HONORS PROGRAM

The purpose of the Honors Program is to provide a more challenging curriculum for academically able students and to provide these students with opportunities for research, hands-on learning experiences, problem solving skills, and other higher-level thinking skills. These students will be enrolled in an enhanced curriculum with greater academic opportunities resulting in higher ACT scores, increased eligibility and participation in scholarship programs, and enhanced study skills to ensure greater success in college.

REQUIREMENTS FOR HONORS CLASSES

There are some Honors classes that require prerequisite classes. The student must meet those requirements to enroll in the Honors classes. Students who enroll in a prerequisite or Honors class but do not maintain a final 3.0 GPA will not be able to continue the Honors Program in that subject. The students will be placed in grade appropriate courses. A student that successfully completes an Honors class and maintains a 3.0 GPA in a particular content may be recommended by his/her teacher to the School Building Level Committee for the next level Honors class in that content area. If a student's application is not approved, he/she may appeal to the School Building Level Committee of the school which made the recommendation. Appeals from the SBLC will be heard by the Parish Review Committee. This committee will review each appeal to ensure that the procedures concerning placements, appeals, and due process as set forth in the current guideline of the Morehouse Parish Pupil Progression Plan have been followed. Students transferring into Morehouse Parish Public Schools will be allowed to enroll in an Honors class at the time of registration if given approval by the SBLC.

DUAL ENROLLMENT

Dual Enrollment courses are available for students who are enrolled in Honor's classes and who meet the Board of Regents Dual Enrollment criteria at the time. These courses offer students the opportunity to earn both high school and college credit at the same time and are offered at no cost to the students. These courses are offered through articulation agreements between Morehouse

Parish schools and LA Delta Community College, University of Louisiana at Monroe, Grambling State University, and LA Tech University. **Students are placed into these classes based upon the following criteria:**

- ✓ Be enrolled as a sophomore or junior during the current school year
- ✓ Maintain a 2.5 GPA
- ✓ Complete online registration at the university offering the Dual Enrollment Course
- ✓ Complete and return a Dual Enrollment Signature page to the counselor/university

****Note:** A minimum final grade of "C" must be earned in all Dual Enrollment courses each semester in order to enroll in the next courses for Dual Enrollment. If a student's fails to earn a minimum final grade of "C", he/she will not be allowed to register for Dual Enrollment courses for the following semester/year.

High School Honors Classes

Any eligible student can be placed in the Honors classes in the 9th grade based on the following criteria:

- ✓ Student must be a TOPS University Student
- ✓ Student has maintained a "3.0" GPA or above and has scored proficient or above on the most recent available state test in the content area in which the recommendation occurs
- ✓ A student currently not enrolled in an Honors class and applying for placement in an Honors class from a regular class must have a "3.0" GPA to be eligible. This recommendation will be made to the SBLC where the student is currently enrolled.
- ✓ The SBLC of the school making the recommendation will approve or deny the application and will conduct the appeals process. Appeals from the SBLC may be heard by the Morehouse Parish Review Committee. This committee will review the appeal to ensure the procedures concerning placement, appeals, and due process set forth in the Parish Pupil Progression Plan have been followed.
- ✓ The high school will accept the recommendation for the junior high classes and make the final decisions concerning student placement.
- ✓ Transfer students may enroll in Honors classes but must have transferred from a comparable program and must have the SBLC's approval.
- ✓ To qualify for valedictorian and salutatorian rankings, all Honors students are required to successfully complete 24 units from the prescribed TOPS University Curriculum. In addition, each student must successfully complete a minimum of 12 Honors or dual enrollment classes selected from the curriculum.
- ✓ High School students will be allowed to transfer from an Honors class within the 1st nine weeks.
- ✓ Must not have been enrolled in Credit Recovery or Attendance Recovery

Honors with Distinction

In order to graduate "Honors with Distinction" students must have successfully completed the requirements of the Honors program to include the following:

- ✓ Must be a Tops University Student
- ✓ Must have successfully completed 24 units for the state-approved high school curriculum
- ✓ Must have successfully completed 14 Honors or Dual Enrollment classes

- ✓ Must have a 3.0 or above GPA
- ✓ Must not have been enrolled in Credit Recovery or Attendance Recovery

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

Honors Graduates

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

Graduates will be distinguished by cords of different colors.

Class Scholar Rank

The following method will be used to determine ranking for Valedictorian/Salutatorian for the current year:

- ✓ All classes with Carnegie units will be used to determine the GPA.
- ✓ Scores for repeated courses will replace the original score as long as it is the same exact class.
- ✓ The formula used to determine Class Ranking is as follows:
- ✓ Class scholar rank = 10% ACT + 10% EOC + 20% Honors/Dual Enrollment + 60% GPA
- ✓ The mechanism to calculate class standing is based on a 1000-point system o A score of 1000 points is perfect. Weighting factors are calculated so that all the components add to 1000 points. Factors are calculated as follows:
- ✓ 10% of 1000 = 100 pts., 20% of 1000 = 200 pts., and 60% of 1000 = 600 pts.
- ✓ GPA will be averaged to 4 decimal places in order to calculate rank. (This will make consistency for all students and minimizes errors.)
- ✓ ACT FACTOR: 36 is the perfect ACT score: $100/36 = 2.778$ ACT Factor
- ✓ The best composite ACT as of February of Senior Year will be used EOC FACTOR: 800 is the perfect EOC Score: $100/800 = 0.1250$ EOC Factor
- ✓ The average of all EOC scaled scores will be used to determine the EOC Factor HONOR POINT FACTOR: $200/36 = 5.5556$ Honor Point Factor
- ✓ Honor Classes are described previously for pupil progression.
- ✓ Academic honors and academic dual enrollment honors completed through the end of the senior year will be used to determine honor point factor.
- ✓ GPA FACTOR: 4.0 is the perfect GPA: $600/4.0 = 150$ GPA Factor
- ✓ GPA will include all Carnegie unite courses taken by the student.
- ✓ GPA is based on a 4-point scale: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0

Repeating a Course

If repeating a course, the student must take the exact course taken before. If it was a regular class, the student must repeat the regular class. If it was an Honors class, the student has the option of repeating the Honors class or taking a regular class. A student cannot repeat a regular class as an Honors class and receive Honors credit.

When a student takes a course or a single semester course for the second time, the higher grade will be used for the GPA and the lower grade will not be used in determining GPA as long as the original grade was a passing mark (B, C, or D)

Credit Recovery

Students with a failing average are eligible for Credit Recovery where the grade of the credit recovery will be averaged with the failing grade of the class to obtain the grade that will be added to the transcript. Credit recover is NOT equal to repeating a course. A student may not be enrolled in Credit Recovery until the semester is completed and the student has received a failing grade for the semester. A Credit Recovery course may NOT be taken to earn initial credit. Credit Recovery grades do not replace failing grades.

Mid-Term and Final Exams

Mid-term exams at all high schools will be given. Final exams will be administered during the regular class period or with a modified schedule. These exams will count as no more than two 100 point grades for the semester grading period.

Grades and Grading (Grades 7-12)

For each assignment submitted, the instructor will grade for accuracy and enter into the grade book within five operational days. Exceptions to this will be research papers and other extended projects. Teachers should encourage students to keep up with their grades and record them in a notebook. All grades on report cards will be percentage points and will not be reported as letter grades. All semester grades and final grades will be an average of the percentage grades from the report cards. Letter grades will not be used except on the final transcript. All teachers should have a minimum of eight major grades in 7th grade through 12th grade. All homework assignments, daily grades, and daily quizzes will be averaged for one major grade. This grade will not exceed 1/8 of the total points. There will be a minimum of 800 total points for 7th-12th grades. Homework should be graded for completion only.

MOREHOUSE MAGNET SCHOOL ADMISSION PROCESS AND PROCEDURES

APPLICATIONS

- ✓ Applications for Morehouse Magnet School will be available from the office of the Superintendent, online, and Morehouse Magnet School. To be admitted into Morehouse Magnet School:
- ✓ Admission will be by application only.
- ✓ Must be received prior to June 30, unless the student is transferring from another district.
- ✓ Applications will be good for one year only.

REQUIREMENTS FOR ELIGIBILITY ACADEMICS

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

- ✓ **Grades 4-11 Matrix:** 9 points total
- ✓ Entrance Testing — 3 points possible

- ✓ Standardized Test Scores- 3 pts. possible
- ✓ Grade Point Average- 2 pts possible
- ✓ 4th grade DIBELS must be on level – 1 pt. possible

A STUDENT IN GRADE 3-11 MUST EARN A MINIMUM OF 4 POINTS (WITH AT LEAST 1 POINT COMING FROM THE ENTRANCE TEST)

Grade 2 Matrix: 6 points total (must earn 3 pts with at least 1 coming from the test)

- ✓ Entrance Test- 3pts.possible
- ✓ GPA — 3pts possible
- ✓ DIBELS – Must be below level (not well below) or above – 1 pt. possible

Grade 1 Matrix

- ✓ Must be 6 years old by September 30 of the coming school year
- ✓ Must be reading on level. (Will be leveled by a Magnet school certified elementary ELA teacher.)
- ✓ Must pass the Nationally Normed Magnet School Entrance Exam
- ✓ DIBELS – Must be below level (not well below) or above

Kindergarten

The First 40-50 students who score the highest will be accepted, however no student lower than the 30th percentile will be accepted. (If enough students score high enough to create a third Kindergarten class, more students will be accepted.)

3. BEHAVIOR AND ATTITUDE

Students must have high motivation toward excellence as evidenced by consistent achievement, acceptable behavior, and a high attendance rate. Students with expulsions, high suspension rates, or excessive write-ups are not eligible.

4. WAITING LISTS

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

5. RETENTION

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

If a student scores unsatisfactory or approaching basic on the LEAP 2025, the student will be dropped from Morehouse Magnet. However, if a student scores Advanced or Mastery in ELA and/or math but

scores Approaching Basic in science and/or social studies, that student may remain enrolled at Morehouse Magnet but will be placed on academic probations for the following year. If a student shows significant growth on LEAP and still does not meet all requirement they may be granted a one-year probation.

At the end of the academic year, if a student does not meet promotion criteria to promote to the next grade that student will be dropped from Morehouse Magnet. If a student receives a failing grade in any of their core classes, that student will be dropped from Morehouse Magnet.

IMPORTANT

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

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

XV. LEA assurances and submission information

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

MOREHOUSE PARISH SCHOOL DISTRICT

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:

October 6, 2026

Dr. Jesse Winston, Jr.

Superintendent

Robert A. Johnson

Board President