

JACKSON PARISH PUPIL PROGRESSION PLAN

Paul G. Pastorek
State Superintendent of Education

REVISED APRIL 2009



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INTRODUCTION

This guide is a supplementary tool to be used in conjunction with the Policies and Procedures in *Bulletin 1566* (Revised April 2007). The format for writing the Pupil Progression Plan has been updated (April 2008). The following information will explain the format and how to use it. PAGE

SECTION I – FORMAL SUBMISSION STATEMENT.....iv

INCLUDE IN THIS SECTION GENERAL PROCEDURES FOR DEVELOPMENT, APPROVAL AND REVISION OF THE SCHOOL DISTRICT PUPIL PROGRESSION PLAN

- a formal submission statement
- a local contact information page
- a listing of the committee of educators appointed by the Superintendent
- a listing of the parents appointed by the school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)-

SECTION II – PLACEMENT POLICIES: STATE REQUIREMENTS..... 1

Make a **copy** of Section II contained in the Format and Content guide. State and Federal requirements are already addressed for you. This will be Section II of the Pupil Progression Plan. Do not make any changes to Section II.

SECTION III – PLACEMENT POLICIES: LOCAL OPTIONS.....10

In this section, include Local Option placement/promotion/retention criteria. To establish Local Option criteria, answer a series of questions about locally adopted policies. The answers should be written using blue font. Local policy shall not conflict with state and/or federal guidelines and/or regulations. Do not leave any questions unanswered. If a question refers to a local option that your LEA does not offer, write a response to indicate that the LEA does not offer the option.

SECTION IV – REMEDIATION.....27

Include in this section all plans for intervention/remediation activities to improve student achievement in the grade appropriate skills identified as deficient on the State’s CRT testing program for grades 4 and 8 (LEAP) and the GEE. If intervention/remediation activities are provided to students in other grades, describe in this section.

APPENDIX A – DEFINITION OF TERMS.....34

- A. State
- B. Local

Include additional information with Appendix B.

Pupil Progression Plan

for

Jackson Parish School System

for

2009 - 2010

Submitted to Louisiana Department of Education

July 9, 2009
(Date Submitted)

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SECTION I

Include the following information in this section:

- FORMAL SUBMISSION STATEMENT
- LEA contact information
- a listing of the committee of educators appointed by Superintendent
- a listing of the parents appointed by school board
- documentation of input into the PPP by educators/parents, and
- copies of the public notice of the PPP prior to approval of PPP (dates, location)

The *formal submission statement* is a formal submission of the LEA's Pupil Progression Plan in compliance with the policies and procedures set forth by the State Board of Elementary and Secondary Education; it must be signed by both the LEA Superintendent and the president of the school board.

Below is a sample of a formal submission statement

Assurance is hereby made to the State Department of Education that the Jackson Parish School System's Pupil Progression Plan has been developed in compliance with the State Board of Elementary and Secondary Education's Policies and Procedures (*Bulletin 1566*), (R.S. 17.24.4), with all applicable policies and standards of *Bulletin 741* and *Bulletin 1706*, and with all applicable federal, state and local regulations. If any local policy outlined in this plan conflicts with state and/or federal guidelines and/or regulations, the state and/or federal regulations/guidelines will supersede the local policy. All documentation relative to the development of this Pupil Progression Plan shall be maintained on file by the local education agency.

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

Superintendent

School Board President

Date

Date

PUPIL PROGRESSION PLAN
LEA CONTACT INFORMATION

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Telephone Number (318) 259-4456 ext. 27 _____

E-mail Address _____ ddorsey@jpsb.us _____

If Applicable:

LEA Contact Person (Secondary) _____

Telephone Number (_____) _____

E-mail Address _____

(Primary Signature)

(Date)

SECTION II

STATEWIDE MANDATORY CRITERIA

Placement and Retention Policies

These policies address promotion and retention criteria for all students, including regular education students, student with disabilities, and Limited English Proficient students.

High Stakes Testing Policy

In developing the LEA's Pupil Progression Plan, refer to the current High Stakes Testing Policy revised June 2005.

A. Kindergarten and First Grade Entrance Requirements

1. Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:
 - a. Have attended a full-day public or private kindergarten for a full academic year; or
 - b. Have satisfactorily passed academic readiness screening administered by the LEA at the time of enrollment for first grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; 17:170; 17:222.

2. The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade.
 - a. The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
 - b. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with the regulations of the DOE for such evaluation. Any child admitted to kindergarten pursuant to this paragraph shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
 - c. Any child transferring into the first grade of a public school from out-of-state and not meeting the requirements herein for kindergarten

attendance, shall be required to satisfactorily pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:151.3; R.S. 17:222.

B. Kindergarten Screening

1. Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.8; R.S. 151.3; R.S. 17:233.

C. Attendance Policy

1. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 81 days, or the equivalent, per semester or 162 days a school year for schools not operating on a semester basis. Elementary students shall be in attendance a minimum of 160 days a school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:221; R.S. 17:226; R.S. 17:233.

D. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by the SBESE before he or she can be recommended for promotion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4

2. Each plan shall include the statement that, in addition to completing a minimum of 23 or 24 Carnegie units of credit as presented by SBESE, the student shall be required to pass the English Language Arts and Mathematics components of the GEE and either the science or social studies portions of the GEE to earn a standard high school diploma.
3. No 4th or 8th grade student shall be promoted until he or she has scored at or above the Basic level on either the English language arts or mathematics components of the LEAP and at the Approaching Basic achievement level on the other (hereafter referred to as the Basic /Approaching Basic combination).
4. All placement and promotion requirements for 4th and 8th graders shall be aligned with current SBESE guidelines as outlined in the *High Stakes Testing Policy*.
5. Students with disabilities participating in LEAP must be provided with accommodations as noted in the students' IEPs.

6. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
7. Students with disabilities who participate in the LEAP Alternate Assessments (LAA 1 and LAA 2) shall have promotion decisions determined by the School Building Level Committee (SBLC).
8. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

E. Elementary Program of Studies Requirements

1. The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.
2. Each elementary school shall provide 63,720 minutes of instructional time per year.
3. Each grade level, grades one through eight, shall teach the content subject areas outlined in *Bulletin 741*, ensuring strict adherence to the Louisiana Content Standards and Grade-Level Expectations, and locally developed curricula.
4. Each LEA should adhere to the suggested and required minimum minutes for elementary grades.
5. Elementary schools shall offer an articulated **foreign language** program for 30 minutes daily in grades four through six, and 150 minutes per week in grades seven and eight.

Note: Refer to *Bulletin 741*, §2313

F. Carnegie Credit Time Requirements

Since each school shall provide 63,720 minutes of instructional time per year, the minimum amount of instructional time required for one Carnegie credit to be earned shall be as follows:

1. 10,620 minutes for a six-period schedule;
2. 9,103 minutes for a seven-period schedule; and
3. 7,965 minutes for eight-period or 4 x 4 block schedules.
4. For other schedule configurations, a minimum of 7,965 minutes of instructional time must be met for one Carnegie credit to be earned.
5. For credit recovery courses, follow the policy in §2324 of *Bulletin 741*.

G. High School Graduation Requirements

1. Graduation requirements can be found in §2319 of *Bulletin 741*. **Note that for incoming freshmen in 2008-2009, 24 units will be required for graduation.**
2. In addition to completing a minimum of 23 or 24 Carnegie credits, students must pass the English language arts and mathematics components of the GEE and either the science or social studies portions of GEE to earn a standard high school diploma.
 - a. The English language arts and mathematics components of GEE shall first be administered to students in the 10th grade.
 - b. The science and social studies components of the graduation test shall first be administered to students in the 11th grade.
 - c. Students with disabilities identified under the *Individuals with Disabilities Education Act* shall be eligible for a GEE waiver if the student meets all other graduation requirements and is able to pass two of the three required components, and if the DOE review determines the student's disability significantly impacts his/her ability to pass the final required GEE component.

H. Scheduling

1. The purpose of scheduling within available time frames and staff resource shall be to meet the educational needs of students.
 - a. A copy of the daily/weekly schedule of work providing for all subject areas in the curriculum shall be on file in the principal's office and shall be posted at all times.
2. Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate.
 - a. By the end of the eighth grade, each student shall develop, with the input of his family, a Five Year Educational Plan. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation.
 - b. Each student's Five Year Educational Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.
 - c. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and Five Year Educational Plan for students in grades 8-12.
3. Student scheduling shall be individually appropriate and flexible to allow entry into and exit from courses and course sequences that are available for

meeting curricular requirements.

I. Grade Tampering

1. Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [Act 750, R.S. 17:24.4 (G)]. Local School Board policies relative to pupil progression will apply to students placed in regular education programs as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws (Act 754 regulations, subsection 443).
2. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher (R.S. 17:414.2).

J. Transfer Students

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

- b. The school issuing the high school diploma shall account for all credits required for graduation, and its records will show when and where the credit was earned.
 - c. Students in grades five and nine transferring to the public school system from any in-state nonpublic school (state-approved and unapproved), or home schooling program, or Louisiana resident transferring from any out-of-state school, shall be required to pass the English Language Arts and Mathematics portions of the state-selected LEAP placement test.
3. Credits earned by students in American schools in foreign countries shall be accepted at face value.

Note: Refer to *Bulletin 1566: Guidelines for Pupil Progression*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:236.2.

Transfer policies for students with disabilities

Districts 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.

- Transfer from outside of state – In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school and who had an IEP that was in effect in another state, the local education agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the local education agency conducts an evaluation, and if appropriate, develops a new IEP that is consistent with federal and state laws.
- Students who have a documented severe or low-incidence impairment documented by a qualified professional shall be initially enrolled in a special education program concurrent with the conduct of an evaluation. This enrollment process, from the initial entry into the LEA to placement, shall occur within 10 school days.
- Students out-of-school and/or former special education students residing in the state, students out-of-school, including students ages 3 through 5 years who are suspected of having a disability, and former special education students who have left a public school without completing their public education by obtaining a state diploma, shall be referred to the LEA's Child Search Coordination. The Child Search Coordinator shall locate and offer enrollment in the appropriate public school program, and if needed, refer the student for an individual evaluation. Following the enrollment process, students may be enrolled with the development of an interim IEP based on their individual needs. If the Louisiana evaluation is current, students may be enrolled with the development of a review IEP within five school days.

K. Limited English Proficient (LEP) Students

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

1. Establish procedures to identify language minority students.
2. Establish procedures to determine if language minority students are Limited English Proficient.
3. 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.
4. Establish procedures to monitor former Limited English Proficient students for two years.
5. No LEP student shall be retained solely because of limited English proficiency.

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

L. Alternative Schools/Programs/Settings

1. The local school board may establish alternative schools/programs/settings that shall respond to the particular educational need(s) of its students.
Note: Refer to Bulletin 741, Chapter 29, Alternative Schools and Programs
2. A school system shall implement the PreGED/Skills Option Program and shall obtain approval from the LDE at least 60 days prior to the establishment of the program.

Note: Refer to Bulletin 741: § 2907 for program guidelines.

M. Review of Placement

1. Review of promotion and placement decisions may be initiated by the local school board, superintendent and/or parent or guardian [Act 750; R.S. 17:24.4(G)].
2. Each Local school board may adopt policies whereby it may review promotion and placement decisions in order to ensure compliance with its local plan [Act 750; R.S. 17:24.4(G)].

N. Policies on Records and Reports

1. Local school systems shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and alternative programs;
 - Special education documents as specified in the approved IDEA-Part B, LEA application;
 - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
 - A statement regarding written notification to the parent concerning retention and due process procedures.

Note: Refer to Bulletin 741, §703, Student Records

O. Policies on Due Process

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

P. Legislative Guidelines

1. Local school systems are encouraged to develop criterion-referenced testing programs for local assessment use [Act 621; R.S. 17:391.7(G) and Act 750; R.S. 17:24(H)].
2. Local criteria for K-12 must supplement the content standards approved by the SBESE [Act 750; R.S. 17:24(G)].

3. Local criteria must be coordinated with statewide curricular standards for required subjects, to be developed as part of the competency-based education plan [Act 750; R.S. 17:24.4(E) and (G)].

SECTION III

LOCAL OPTIONS

Placement Policies

These policies address promotion and retention criteria applicable to regular education students, students with disabilities, and Limited English Proficient students.

In addition to the statewide mandatory criteria for student placement as presented in Section II of these guidelines, local school boards, by written local policies, may also establish local criteria to be used in determining student placement. Such criteria shall be compatible with the statewide criteria established in Section II and shall be submitted to the LDE as part of the local Pupil Progression Plan.

Departmental Guidelines

Student scores on local testing programs may be used as additional criteria for determining pupil progression. Additional skills may be specified and tested for mastery at the local level as additional criteria for placement. With reference to pupil placement, the local school system shall state the name of the instrument and the publishers of other testing and screening programs to be used locally in grades K – 12 for regular and exceptional students.

Other Local Option Factors

In conjunction with the legislated guidelines and LDE directives, local school systems may include evaluative criteria in their local Pupil Progression Plans. If other criteria are used, the Pupil Progression Plan must so specify.

A. Kindergarten Entrance and Screening

1. Name the nationally recognized readiness screening instrument used for every child entering kindergarten for the first time. [Chicago Early Assessment](#)
2. Describe the LEA's policy on early entrance into kindergarten for those students identified as gifted, if applicable. [NA](#)
3. Name the academic readiness screening instrument used for those students who are entering first grade without attending a full-day public or private kindergarten for a full academic year. (This must be consistent with the instrument used for students being promoted from kindergarten.) [Locally Developed Kindergarten Exit Test](#)
4. Name the academic readiness screening instrument used for those students from out of state who are entering first grade and not meeting the requirements herein for kindergarten attendance. [Locally Developed Kindergarten Exit Test](#)

B. Placement: Grades K-12

1. List detailed and specific LEA course requirements, Carnegie unit requirements or other factors used for promotion by grade level (K – 12). If promotion criteria for 4th and 8th grade students exceed the state requirements of passing LEAP, list any additional requirements (i.e., passing certain courses, etc.) for those grades.

Teacher Grading Policy - The purpose of teacher grading is to report progress or a lack of progress to the student and to the parents. Therefore, it is important that grades reflect a true picture of each student's achievement at the grade level where placed. Also, since the grades are used in promotion and retention of students, it becomes essential that each teacher determine grades using a uniform basis.

Grading Symbols and Meanings:

Kindergarten

M - Mastered

P - Progressing

NP - Not Progressing

Grades 1 - 12

A - Excellent

B - Good

C - Average

D - Poor

F - Failing

In grades 1 - 12, teachers will use the percentage value to determine the letter grade. In using letter grades, for example, care must be taken to ensure that a letter grade on a daily assignment does not carry the same weight as a letter grade on a chapter or unit test. Also, in using percentages, consideration must be given to those students where one very low grade may over-ride all the passing grades that a student has made during a grading period. All points should be averaged to determine grade. In this case, teachers should consider using one or a variety of methods such as dropping the lowest grade, retesting, or providing an opportunity for extra credit in order to arrive at an accurate picture of the student's progress.

Criteria for arriving at Nine-Weeks Grades - These grades must be based on an evaluation of the total effort and total progress of the students. There will be given a minimum of six assessments for a nine-week period. The following assessment areas must be taken into account and given reasonable credit for determining grades. These assessments must include a combination of 6 (six) of the assessments below.

- Unit Tests - These tests will be based on material that encompasses the statewide grade level standards where the student is placed.
- Cumulative Tests - These tests may be given at teacher's discretion.
- Daily Class Work - The effort required and the quality of this work should be included as part of the grade.
- Special Projects - This work would include notebooks, books, research papers, reports, and projects.
- Homework - Any homework assigned should be evaluated and credit must be given in the grading plan.
- Portfolio – Group Activities.

Note: Grades K-3 – Social Studies should be taught the first 4 ½ weeks and Science the second 4 ½ weeks. (Alternate this pattern throughout the school year)

It may be necessary for vocational teachers, physical education teachers, and other special teachers to deviate from this procedure. Even so, there must be a concrete method for determining nine-weeks grades by all teachers. Every teacher should be able to justify any grade given to a student.

NOTE: Each teacher is required to keep a representative sample of a student's work over a period of one year in order to justify the grades assigned.

NOTE: Unit Tests will count no more than other test/assessments.

Final Grades: In grades nine through twelve, final grades will be determined by doubling the proper value for the grade for each nine-weeks period and giving a single value for final test. The sum will be divided by 9 and converted to a letter grade according to the grading scale. In grades one through eight, the proper value for the grade from each nine-weeks period shall be used with the sum divided by 4 and converted to a letter grade according to the grading scale. For high school classes with ½ unit of credit the sum would be divided by 5.

In an attempt to assure that students acquire the comprehensive subject content for a course, exceptions are made in the manner in which final grades are determined as enumerated in the following statements.

- a. In grades 1-8, a student must pass at least two of the four grading periods with a grade point average of 0.70.
- b. In grades 9-12, a student must achieve the two standards listed below to receive credit for a full unit course:
 1. Pass two of the four grading periods,
 2. Must pass last grading period or final exam with a 0.70 grade point average for the course.

Units of Credit - All full unit courses are to be pursued for an entire school year. In cases such as mid-term graduation, partial units of credit may be awarded. If it should become essential for a student to pursue a course for one-half unit, arrangements should be coordinated through the teachers, the counselor, and the principal. Students who fail a unit course must retake the entire course for a full year in order to receive credit.

Determining Grade Point Average for Students - Each high school principal shall use a uniform procedure in determining the grade-point average for students. This uniform procedure is to be used in determining the GPA in naming the valedictorian, the salutatorian, and the class ranking of graduating seniors. The procedure to be used is as follows:

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- a. Use the final grades for all courses on the transcript for which units of credit have been pursued.
 - b. The GPA is to be rounded to the nearest thousandth.
 - c. The Jackson Parish School Board policy on awarding quality points for designated subjects shall be followed.
2. Describe the LEA's policy for awarding ½ unit of credit.
- a. Pass one of the two grading periods with an average of 0.70
 - b. Must pass last grading period or final exam with at least 0.70 grade point average for the course
 - c. Must take final exam for all ½ unit courses
3. List the LEA's grading scale for grades K – 12. Include the process for determining weighted grades for honors, gifted, and/or Advanced Placement (AP) courses in high school.

100-94 = A
 93-88 = B
 87-76 = C
 75-70 = D
 69-Below=F

Grading Scale 1 - 12 (Continued)

Scale Point Value	
4.0 - 3.60	A 4
3.599 - 2.60	B 3
2.59 - 1.60	C 2
1.59 - 0.70	D 1
Below-0.70	F 0

Note: Credit Recovery Students are graded using the same grading scale.

As an incentive for students to pursue a sound academic program ensuring adequate college preparation, an additional diploma will be awarded to graduating seniors in each of the high schools in Jackson Parish who complete the additional requirements which are described in this program. The diploma will be named the Jackson Parish Schools Diploma of Excellence. The diploma will bear the seal of the Jackson Parish School Board. Each high school will add to the design of the Diploma of Excellence by using local school colors, emblem, letter, mascot, etc. Special recognition should be given at graduation exercise to those students who receive the Diploma of Excellence.

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The criteria below is effective for 10th, 11th, and 12th graders for the 2003-2004 school year and thereafter and will be updated in conjunction with the State Board of Elementary and Secondary Education Honors Curriculum. In addition, the student must have cumulative pursued GPA of 3.0 or above and have passed all parts of the Graduation Exit Examination. This curriculum qualifies for the TOPS Program.

English (I, II, III, IV)	4 units
Math	3 units
(Algebra I, Algebra II, and Geometry, or Advanced Math)	
Science	3 units
(Biology I, Chemistry, and Environmental Science, Physics, or Physical Science)	
Social Studies	3 units
(American History, Civics, Free Enterprise, World Geography or World History)	
Fine Arts or substitute another 1 unit core curriculum	1 unit
(see TOPS)	
Foreign Language	2 units
Computer Science or Computer Literacy or	1/2 unit
Business Computer Applications or substitute another	
½ unit Core curriculum course (see TOPS) Health	
Physical Education	1 1/2 units
Electives	5 1/2 units

(16.5 required core units) TOTAL: 24 Units

In addition, the student must have a cumulative GPA of 3.0 that is to be determined by counting all courses on the transcript for which units of credit have been pursued.

Note: Students who receive the Diploma of Excellence will have met the Tops Program core curriculum below. This program will begin for incoming freshman 2003-2004 school year with a grade point average of 2.5 in the 17 ½ core courses.

TOPS Core Curriculum

- 4 English I, II, III IV
 - 1 Algebra I (one unit) or Applied Algebra IA and IB (two units)
 - 1 Algebra II
 - 1 Geometry, Trigonometry, Calculus or an approved advanced math substitute
 - 1 Biology
 - 1 Chemistry
 - 1 Earth Science, Environmental Science, Physical Science, Biology II, Chemistry II, Physics, Physics II or Physics for Technology
 - 1 American History
 - 2 World History, Western Civilization or World Geography
 - 1 Civics and Free Enterprise (one unit combined) or Civics (one unit, non-public)
 - 1 Fine Arts Survey (or substitute two units of performance courses in music, dance and/or theater or two units of visual art; or substitute two units of studio art; or substitute one unit of an elective from among the other subjects listed in this core curriculum)
 - 2 Foreign Language (two units in the same language)
 - ½ Computer Science, Computer Literacy or Business Computer Applications (or substitute at least one-half unit of an elective course related to computers approved by the State Board of Elementary and Secondary Education or one-half unit as an elective from among the other subjects listed in this core curriculum)
- 17 1/2 Units - 1 Unit of additional Math or Science added.

3,B Credit Recovery Grading Policy

Each student must pass each A+ course lesson for designated subject with 80% accuracy in order to take the state approved final test. Each student must pass the state approved credit recovery final for designated subject with a minimum of 70% accuracy.

The final grade for the credit recovery course will be determined by the grade on the state approved course test based on the following grading scale:

100-94	=	A
93-88	=	B
87-76	=	C
75-70	=	D
69-Below	=	F

Grading Scale 1 - 12 (Continued)

Scale Point Value		
4.0 - 3.60	A	4
3.599 - 2.60	B	3
2.59 - 1.60	C	2
1.59 - 0.70	D	1
Below-0.70	F	0

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4. Describe the elementary foreign language program for academically able students in grades 4 – 8. **NA**
 - a. Explain the local definition of the term “grade level” or “on grade level.” **NA**
 - b. List the model program sites. **NA**
 - c. List the designated subject area(s) for foreign language. **NA**

C. Requirements of the LEAP, High Stakes Testing, Regular Placement

1. Describe the LEA’s procedure for determining if a 4th or 8th grade student will receive an override from the High Stakes Testing Policy.

The local school system (LEA) may override the State policy for students 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 **both** the spring and summer administrations of LEAP 21 and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject area(s) that he/she scored at the *Unsatisfactory* achievement level during the spring test administration);
and;
- Parental consent is granted.

2. Describe the LEA criteria that determine if a student is retained in 4th grade more than once as a result of failure to score at or above the required *Basic/Approaching Basic* achievement level on LEAP.

The decision to retain a student in the 4th grade more than once as a result of his/her failure to score at or above the *Basic* achievement level in English Language Arts and/or Mathematics on LEAP 21 shall be made by the LEA in accordance with the local Pupil Progression Plan. These students may be either retained again in the 4th grade or promoted to the 5th grade.

- Students retained in the 4th grade shall retake all four components of LEAP 21.
- For promotional purposes, however, a student shall score at or above the *Basic* achievement level on the English Language Arts and Mathematics components of LEAP 21 only one time.

3. Describe the criteria that determine to what grade a student will be promoted, if he/she has repeated the 4th grade at least once, as a result of failure to pass LEAP, and if he/she will be 12 years old on or before September 30th of the next school year.

A student may not be promoted to the 5th grade until he or she has scored at or above the *Basic* level on the English Language Arts *and/or* Mathematics components of the 4th grade LEAP 21. For promotional purposes, however, a student shall score at or above the *Basic* achievement level on the English Language Arts and Mathematics components of LEAP 21 only one time.

4. Describe the LEA's criteria for determining which 4th grade student(s) will be granted an appeal, as outlined in the High Stakes Testing Policy. Describe the criteria used by the SBLC to grant the appeal. [Appeals Process](#)

A school system, through its superintendent, may grant an appeal on behalf of individual students, provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP 21 must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
 - The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) on which he/she scored *Unsatisfactory* on LEAP 21.
 - The student must have attended the LEAP 21 summer remediation program.
 - The student must have taken the LEAP 21 retest given after the LEAP 21 summer remediation program has been concluded.
 - The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program. (Revised 2007-08)
 - The principal and the School Building Level Committee.
5. Does the LEA offer an approved 4th grade transitional (4.5) class with the sixth grade promotion option? If so, include a copy of the LDE's approval letter and Waiver Request (to offer said class) in the Appendix. **NO**

6. Describe any local criteria that are used to determine if an 8th grade student is granted the promotion waiver allowed by the State's *High Stakes Testing Policy*.

LEA uses same policy as the state. The policy wavier may be considered only after a student attends summer remediation and retests in the component(s) on which an Approaching Basic or below was achieved on the spring test.

7. Describe the LEA criteria that determine if a student who has repeated the 8th grade as a failure to pass LEAP (ELA or math) is retained again in the 8th grade or promoted to the 9th grade.

A student may not be promoted to the 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component of the 8th grade LEAP 21 and at the Approaching Basic achievement level on the other.

After the summer retest, a school system may consider a waiver for an 8th grade student who has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of Leap21. The LEA (Jackson Parish) may grant the waiver in accordance with the Pupil Progression Plan provided the following criteria are met:

- The student may be promoted to the 9th grade, provided that he or she has scored at the Approaching Basic level on both the English Language Arts and Mathematics components of LEAP 21, has attended the LEAP 21 summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of Approaching Basic or below was attained on the spring test. At a minimum, the student shall score Approaching Basic on the English Language Arts and the Mathematics component(s) of the summer retest.
- Any student who scores less than Approaching Basic on either component of the summer retest is ineligible for the waiver consideration.
- A student who has repeated 8th grade may be retained again in the 8th grade or promoted to the 9th grade, provided that the student has scored the Approaching Basic level on either the English Language Arts or Mathematics component of LEAP 21, has attended the LEAP 21 summer remediation program offered by the district at a minimum, the Unsatisfactory subject, and has taken the summer retest administered the conclusion of the summer program. If promoted with an unsatisfactory on the ELA or Math component of LEAP 21, the student must enroll in and pass a high school remedial course in the Unsatisfactory subject (English Language Arts or Mathematics) before enrolling in or earning Carnegie credit for English or Math.

8. Describe the function of the SBLC as it relates to student promotion and detention.

Student may be referred to the SBLC for promotion when they have passed all course work and failed the LEAP 21 test. The LEA (Jackson Parish) school-level SBLC committee can make the decision to promote or retain the student based on assessments viewed, and, and teacher recommendation.

9. Describe the locally mandated attendance requirements for summer remediation that are used as a criterion for policy waivers, appeals, and overrides.

Jackson Parish Students must be in attendance at least 40 hours of the required 50 hours of summer leap remediation to be considered for policy waivers, appeals, and overrides.

D. Progression of students participating in LEAP Alternate Assessments

1. Describe how the SBLC determines progression of students with disabilities participating in LEAP Alternate Assessments. List the specific criteria that will be used by the SBLC. [Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 \(LAA1\) / Level 2 \(LAA2\), shall have promotion decisions determined by the SBLC.](#)

E. Limited English Proficient Students

1. Describe the procedures the LEA has established to identify language minority students. [The Jackson Parish System identifies its LEP student from registration applications.](#)
2. Describe the procedures the LEA has established to determine if language minority students are limited English proficient. [Enrollment forms and oral language used will be criteria for determining if a student is LEP.](#)
3. Describe the procedures for age appropriate placement and the specialized language services or program the LEA will use to address the linguistic and cultural needs of the limited English proficient student. [NA](#)
4. Describe the procedures the LEA has established to monitor former Limited English Proficient students for two years. [NA](#)

F. Acceleration

1. Describe the policies and procedures that address the placement of students who evidence that they will benefit more from the instructional program at an advanced grade level. Address criteria for both grades K – 8 and grades 9 – 12.
 - a. [Grades K-8](#)
[Acceleration in grades K-8 will be for students who show they will benefit more from the instructional program at an advanced grade level. Students may be recommended for an evaluation for acceleration by school officials, parents, or guardians. After an evaluation by the parish Pupil Appraisal Team, the school's Student Placement Review Committee will make the final decision concerning a recommendation for acceleration using the results of the evaluation, as well as standardized test scores, course grades, social maturity, and teacher judgment. A parent conference will be held, and approval and written consent must be given by parents or guardian before a student will be accelerated.](#)
 - b. [Grades 9-12](#)
[Each student in grades 9-12 shall follow the policies and procedures established in Bulletin 741 for acceleration. Proficiency examinations may be given for high school credit as specified in Bulletin 741 and this plan. Such an examination must be administered by the local Pupil Appraisal Team or designated school](#)

officials. Each student must have written consent from parents or guardians prior to taking the proficiency examination for credit. Acceleration may also be pursued through high school credit for college course and early college admission policies.

2. Describe the LEA criteria for acceleration, including who is involved in the decision-making process, what evaluation criteria are used, and other local policies. [See above.](#)
3. Describe any applicable policies and procedures for grade “skipping.” [N/A](#)
4. Describe any policies governing services for gifted students.
[All gifted students are served through Pupil Appraisal and Special Education Department.](#)
5. Describe any programs offered such as High School Credit for Elementary students. However, it is not necessary to include the criteria identified in *Bulletin 741*. [N/A](#)

G. Transfer Students

1. Describe the policies for the placement of all students, including kindergarten, transferring from all other systems and the provisions for awarding credit for elementary (K – 8) and secondary (9 – 12), including:
 - a. Approved schools within the state (public/nonpublic)

[A student transferred from a state–approved school, in-or out-of-state shall be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript, showing the student’s record of attendance, achievement, immunization records, and the units if credit earned, shall be required.](#)

- b. Approved out-of-state schools (public/nonpublic)

[Same as above and effective with the 2000-2001 school year students in grades 5 and 9 transferring to the Jackson Parish Public School system from any in – state nonpublic school \(state approved and unapproved\) any out of state school or home schooling program shall be required to pass the English Language Arts and Mathematics portions of the state developed LEAP 21 placement test.](#)

- c. Unapproved schools (public/nonpublic)

[Local school officials from any state approved school receiving a student from an unapproved school, in-or-out-of-state, will determine the placement and /or credits for the student. The principal and/or superintendent may require the student to take the i/LEAP, parish grade level test on any subject matter which credit is required. 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.](#)

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d. Home Study

i. Provisions for LEAP/iLEAP Students

The Jackson Parish School System will provide testing opportunities for all Home Study Students at the same time tests are administered to regular school students.

ii. Names of the entrance tests used to determine grade placement

Grade level End-of-Year tests in ELA and Math are used for grade placement. The Woodcock II and the WAIT are also used.

iii. The procedure used for determining Carnegie credit for high school students.

The student who is requesting credit for high school units (or partial units) will be required to take a comprehensive (teacher made) test for the subject area for which credit is being requested, if a 70% score is achieved, schools in Jackson Parish will accept credit being requested for courses which the student had taken at the unapproved school.

2. Describe the procedures for Interim IEPs.

These students shall be placed according to procedures outlined in Bulletin 1706. Students who possess a severe or low-incidence impairment documented by a qualified professional and who may have been receiving special education in another state shall be initially enrolled in a special education program concurrent with the conduct of the evaluation according to the requirements of Bulletin 1508. This enrollment process, from the initial entry into the school system to placement, shall occur within ten calendar days and will include the following steps:

1. Approval by the city/parish school system's supervisor of special education.
2. A review of all available evaluation information by pupil appraisal personnel.
3. The development of a review IEP.
4. Formal parental approval for a multidisciplinary evaluation. If applicable.

The duration of the completion of the evaluation and the interim placement shall not exceed the evaluation timelines specified in 436, with the initial IEP/Placement document developed within 30 calendar days from the date of dissemination of the written evaluation report to the city/parish school system's supervisor of special education.

3. List the placement test(s) administered to the above-mentioned transfer students, if applicable. WRAT, WIAT, or Woodcock Johnson

H. Retention Policy

1. State the number of times a student may be retained in each grade or level.

The Jackson Parish School System does not have a set number of times a student can be retained, however, each retention is addressed by the SBLC/School Placement Review Committee.

2. Describe any additional LEA policies that may determine student retention.

1. Grades K-8 - The teacher and principal, following Board policy, shall reach an agreement on those students who are to be retained.

Communications shall be established with parents or guardians, advising of this decision prior to the sending of report cards at the end of the school year.

Parents or guardians shall be invited to the school for a conference concerning the reason for the retention.

The local school has an important responsibility to counsel with those students who are to be retained and their parents or guardians clarifying educational decisions for a retention. It should be emphasized that a retention is not a means of punishment, but rather, it is essential to retain students on occasions for their own well-being in their educational progress.

Communication to parents should take place during the last nine weeks of the school year.

Grades 9-12 - Teacher grades as well as other factors affecting promotion shall be the basis for determining the question of the successful completion (gaining credit) in a particular course.

The grade level placement of each student shall be determined by the number of Carnegie units successfully completed at the end of each school year.

Student grade classification shall be determined by the number of Carnegie units according to the scale below:

Freshman	0 – 4.5 units
Sophomore	5 – 10.5 units
Junior	11 – 15.5 units
Senior	16 or more units

Teachers and the principal shall communicate with students and their parent or guardian, especially if the students' work is unsatisfactory.

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Report cards, letters, conferences, counseling, etc., are to be examples of communication which should take place in keeping the students and their parents or guardians informed of progress or a lack of progress.

2. **Grades 8-12 - Credit Recovery** –

Credit Recovery Grading Policy

Each student must pass each A+ course lesson for designated subject with 80% accuracy in order to take the state approved final test. Each student must pass the state approved credit recovery final for designated subject with a minimum of 70% accuracy.

The final grade for the credit recovery course will be determined by the grade on the state approved course test based on the following grading scale:

100-94 = A
93-88 = B
87-76 = C
75-70 = D
69-Below=F

Grading Scale 1 - 12 (Continued)

Scale Point Value
4.0 - 3.60 A 4
3.599 - 2.60 B 3
2.59 - 1.60 C 2
1.59 - 0.70 D 1
Below-0.70 F 0

Once a student has passed each credit recovery course lesson with 80% accuracy and the final state approved test with 70% accuracy, during the summer or during the regular school year, the appropriate Carnegie units for the course will be applied to the student' transcript.

Academic Interventionist will remediate all students who are at risk of failing in grades K-3 using the following strategies:

Students will be taught in small groups using My Reading Coach, SRA, Project Read, Dibels progress monitoring, and Rhymes N Times. After school tutoring is also provided to assist students at-risk of failing.

I. Alternative Schools/Programs/Settings and Adult Education

1. List the written policies for all alternatives to regular placements.

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a. Enrollment Requirements

The parent, tutor, or other person responsible for the school attendance of a child who is under the age of eighteen (18) and who is enrolled in school beyond his/her sixteenth (16th) birthday may request a waiver from the parish Superintendent for the child to exit school to enroll and attend an adult education program approved by the Board of Elementary and Secondary Education if one or more of the following hardships exist and if appropriate documentation is on file at the School Board office:

- pregnant or actively parenting
- incarcerated or adjudicated
- institutionalized or living in a residential facility
- chronic physical or mental illness
- family and/or economic hardships

In the case of a child with no parent, tutor, or other person responsible for his/her school attendance, the Superintendent may act on behalf of the student in making the request.

The Superintendent or his/her designee may approve the request without requesting action from BESE. If the request to exit school to enroll in a State approved adult education program is denied by the Superintendent, a student may request the waiver from the Department of Education for approval by BESE with documentation of reason for denial at the local level.

b. Subject Matter Area

The adult education program shall operate one or more projects that provide services or instruction in one or more of the following:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)/GED
- English Literacy
- Workplace Literacy
- Family Literacy

c. Equitable Access and Participation

The School Board shall attempt to provide equitable access and participation in adult education programs to ensure that all students develop the knowledge and skills needed to participate effectively on the job and in the family and to obtain satisfaction in one's personal life. Adult education programs and activities shall strive for high educational standards by organizing academic, life, and job curricular offerings around student diversity.

Steps for addressing equitable access to and participation in adult education programs, while at the same time seeking high standards for students with participation barriers, shall include those outlined in the *Louisiana State Plan for*

Adult Education and Family Literacy.

d. GED Testing

Students attending Adult Education Programs may be recommended by the site of instruction to take the General Educational Development (GED) test.

2. Describe any local criteria used for placing students in the Options Program (PreGED/Skills).

PreGED/Skills Option Program

- a. A school system shall implement the Pre/GED/Skills Option Program and shall obtain approval from the Department of Education at least 60 days prior to the establishment of the program.

Note: Refer to High Stakes Testing Policy in Bulletin 1566 – Guidelines for Pupil Progression Plans

- b. A program application describing the PreGED/Skills Option Program shall be submitted and shall address the following program requirements.

1. Students who shall be 16 years of age or older or who shall turn 16 years of age during the year they are to enroll into the program and meet one or more of the following criteria:
 - a. Shall have failed LEAP 21 English language arts and/or math eighth grade test for one or two years;
 - b. Shall have failed English language arts, math, science and/or social studies portion of the GEE 21;
 - c. Shall have participated in alternate assessment;
 - d. Shall have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, or not more than 15 Carnegie units by age 19;
 - e. Students with Limited English Proficiency shall be considered eligible for the PreGED/Skills Option Program.
2. Enrollment is voluntary and requires parent/guardian consent.
3. Counseling is a required component of the program.
4. The program shall have both a PreGED/academic component and a skills/job training component. Traditional Carnegie credit course work may be offered but is not required. Districts are encouraged to work with local postsecondary institutions, youth-serving entities, and/or businesses in developing the skills component.

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

ALTERNATIVE SCHOOLS EDUCATION PROGRAM

The Jackson Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education.

Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process in an alternative setting. An alternative setting may be located on or off the school site. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Any expelled pupils attending the alternative education program and exhibiting disorderly conduct shall be dismissed from that program and shall not be permitted to return to any school program until the period of expulsion has ended.

Upon the request of the student's parent, tutor, or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

Other alternative education programs shall be available for students with special needs. These programs are enumerated in the Board's *Pupil Progression Plan*.

4. Describe the LEA's procedures for placement in adult education programs, addressing both groups of students – 17 years or older and 16 years with parental consent. The parent, tutor, or other person responsible for the school attendance of a child who is under the age of eighteen (18) and who is enrolled in school beyond his/her sixteenth (16th) birthday may request a waiver from the parish Superintendent for the child to exit school to enroll and attend an adult education program approved by the Board of Elementary and Secondary Education if one or more of the following hardships exist and if appropriate documentation is on file at the School Board office:
 - pregnant or actively parenting
 - incarcerated or adjudicated
 - institutionalized or living in a residential facility
 - chronic physical or mental illness
 - family and/or economic hardships

In the case of a child with no parent, tutor, or other person responsible for his/her school attendance, the Superintendent may act on behalf of the student in making the request.

J. Review of Placement

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

The policy established in the Pupil Progression Plan of Jackson Parish is to serve as a guide for decisions made in the area of pupil placement. There will be occasions where judgment and subjectivity will be required of school personnel. Decisions based on judgment often bring controversy and difference of opinion. Therefore, a plan is included for a decision making process as well as a means through which decisions in the area of pupil placement may be applied.

The Competency-Based Education Law (Act 750), Section G, establishes a basis for decisions in pupil placement by stating, "Based upon the local school board policy, each teacher shall, on an individualized basis, determine promotion or placement of each student." Act 750 indicates that teacher judgment, within the framework of local policy, shall be maintained as the important influence in pupil placement in the curriculum. To facilitate and strengthen this concept, it is imperative that the local school principal be thoroughly familiar with all circumstances resulting in the teacher's decision that places students in the education program. The final teacher decision at the local school must have the support of the principal. It is recognized, too, that a local school committee could expedite, in a judicious manner, those questions that are controversial or where difference of opinions may be strong. Any plan in decision-making must assure the availability of due process.

In order that pupil placement policies are uniformly followed and to ensure that decisions are responsibly made at each local school, the following procedures are established:

- a. Each teacher shall confer with the school principal regarding all questions and decisions arising from pupil placement practice. Questions regarding placement arise from the following areas:
 1. Transfers
 2. Promotion
 3. Retention
 4. Course assignments
 5. Section assignments
 6. Resource rooms
 7. Alternative programs
- b. When making decisions regarding student retention, teachers shall involve the school principal so that communication with the parent or guardian might be established.
 1. Grades K-8 - The teacher and principal, following Board policy, shall reach an agreement on those students who are to be retained. Communications shall be established with parents or guardians, advising of this decision prior to the sending of report cards at the end of the school year. Parents or guardians shall be invited to the school for a conference concerning the reason for the retention.

The local school has an important responsibility to counsel with those students who are to be retained and their parents or guardians clarifying educational decisions for a retention. It should be emphasized that a retention is not a means of punishment, but rather, it is essential to retain students on occasions for their own well-being in their educational progress.

Communication to parents should take place during the last nine weeks of the school year.

2. Grades 9-12 - Teacher grades as well as other factors affecting promotion shall be the basis for determining the question of the successful completion (gaining credit) in a particular course.

The grade level placement of each student shall be determined by the number of Carnegie units successfully completed at the end of each school year. Teachers and the principal shall communicate with students and their parent or guardian, especially if the students' work is unsatisfactory.

Report cards, letters, conferences, counseling, etc., are to be examples of communication which should take place in keeping the students and their parents or guardians informed of progress or a lack of progress.

3. Each local school shall establish and maintain a Student Placement Review Committee to hear complaints and render decisions in those cases of student placement which have been appealed or which may otherwise be controversial at a local school. This committee shall be composed of the teacher, the principal, and other resource personnel as deemed necessary by the principal.

4. To ensure that policies regarding pupil placement are implemented judiciously and efficiently, the Student Placement Committee established at each school will periodically review and monitor placement decisions made concerning students at the particular school. This placement review process is a continuous one as can be attested by various pupil records that are maintained.

The review can be initiated by the local board, the superintendent, principal, or other appropriate school personnel, or a parent or guardian by following proper lines of communication. The review of placement involves both regular placement and alternative programs.

5. To assure due process, provisions exist for students and parents or guardians to appeal student placement questions. These appeals must follow the procedures as found in Section II, of this plan - Policies on Due Process.

6. Central office staff members who have the responsibility of Pupil Progression shall review and monitor placement decisions made concerning students at each school in the parish.

K. Records and Reports

1. Describe any additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention.

Each school in Jackson Parish shall maintain permanent records of placement for each student under its jurisdiction, grades K-12. Each record and report shall be kept as a part of the student's cumulative file placed in a central location. Student records shall include:

- a. Cumulative card that reflects course grade and record of attendance;
- b. Scores on the Louisiana Educational Assessment Program;

- c. Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
- d. Information (or reasons) for student placement (see definition of placement)
- e. Information on the outcome of student participation in remedial and alternative programs;
- f. Special Education documents as specified in the approved Individuals with Disabilities Education Act (IDEA);
- g. A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program must be kept on file;
- h. A copy of the parent's written consent for either the placement of the student in or the removal of the student from alternative to regular placement must be kept on file;
- i. Documentation of the parent/guardian's having been informed in writing of the decision to retain a student and of the system's due process procedure relating to placement procedures (as defined in the system's Pupil Progression Plan);
- j. Documentation of SBLC procedures and actions regarding qualified handicapped students under Section 504 of the Rehabilitation Act of 1973.
- k. Documentation of dyslexia screening in cumulative folder.

Such records and reports shall be maintained in accordance with the requirements established in the policy manual of the Jackson Parish School Board, Section III, page G-1, which has its legal foundation in Section 438 of the General Education Provisions Act, P.L. 93-380, November 17, 1974.

When a decision is made to retain a student, a record will be maintained to reflect the parent/guardian has been informed in writing of the decision and of the system's due process procedure relating to placement procedures as defined in the Pupil Progression Plan.

L. Due Process

1. Describe the LEA's policies on due process procedures for teachers, students and parents as related to student placement for the following:
 - a. Regular education students

Any teacher, student, or parent who is aggrieved by a student placement decision shall first discuss the problem with the principal of the school in an attempt to resolve the matter informally at that level. However, at the discretion of school personnel, the parent or guardian may be required to participate with the aggrieved student. For students with disabilities, the due process procedures would be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

If, as a result of this decision, the matter is not resolved to the satisfaction of the individual making the complaint, the grievance shall be set forth in writing and submitted to the school's placement Review Committee within five (5) school days of the date of the disputed occurrence. The Student Placement Review Committee must issue a written decision to the aggrieved teacher, student, or parent within five (5) school days after receiving the written complaint.

A complainant who chooses to appeal the decision of the school's review committee must serve written notification to the Superintendent of Schools in Jackson Parish making application for a hearing before the Superintendent and/or designee

conducted within five (5) school days after receipt of the written application. A written decision by the Superintendent or designee shall be sent to the aggrieved within five (5) school days after the hearing.

If, after following the above procedures and receiving no satisfaction, the plaintiff may, within five (5) school days of the Superintendent's response, request by written notification to the Superintendent a formal hearing before the Jackson Parish School Board. At this hearing, all parties concerned may appear, be represented by counsel, produce witnesses, and submit written evidence. The Board shall notify both the plaintiff and the defendant in writing of its decision with fifteen (15) school days after the completion of such a hearing.

All grievance procedures shall be conducted in accordance with the principles of due process.

b. Student with disabilities

Confidentiality shall be maintained with all school records and reports needed in the grievance process. These records and reports do not constitute a public record and shall not be released or shown to any person except:

1. Authorized school officials directly involved in the decision of school placement.
2. The individual who brings about a grievance.
3. Persons involved in any hearing related to the grievance matter.
4. For introduction as evidence in court action.

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

Due process procedures for disabled students must be consistent with those procedures described in the approved IDEA, Part B LEA Application.

c. Section 504 students

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

M. Include any additional local option criteria that my not have been addressed with the above questions.

SECTION IV

REMEDIATION

Legal Authorization

R.S. 17:24.4(G) provides that those students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by the State Board of Elementary and Secondary Education.

R.S. 17.394 – 400 is the established legislation for the remedial education programs.

A program of remedial education shall be put into place by local parish and city school systems following regulations adopted by the State Board pursuant to R.S. 17:24.4. All eligible students shall be provided with appropriate remedial instruction (R.S. 17:395A).

Purpose

The intent of remedial educational programs is to improve student achievement in the grade appropriate skills identified as deficient on the State's criterion-referenced testing program for grades 4 and 8 and the Graduation Exit Examination (R.S. 17:395 B and SBESE Policy).

State Mandatory Requirements

Any public elementary or secondary student, including a student with a disability participating in LEAP who does not meet the performance standards established by the Department and approved by the State Board, as measured by the State criterion-referenced test, shall be provided remedial education. (R.S. 17:397)

- A. For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.
- B. Remediation in the form of summer school (50 hours of instruction per subject) shall be provided to both 4th and 8th grade students who score at the *Approaching Basic* or *Unsatisfactory* achievement level on the spring LEAP (English Language Arts and/or Mathematics) tests.
 - Summer remediation and end-of-summer retests must be offered by school systems at no cost to students who did not take the spring LEAP tests or who failed to achieve the required level on LEAP.

- All students with disabilities who participate in LEAP testing should receive services along with regular education students in summer programs, with special support provided as needed.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend the LEAP summer remediation programs.
 - Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.
- C. Remediation shall be provided to students who score at the “Unsatisfactory” level on the LEAP Science and Social Studies tests.
- D. Remediation is recommended for 4th and 8th grade students who score at the “Approaching Basic” level on the LEAP Science and Social Studies tests.

The plan for remedial education programs is to be developed according to the “Regulations for the Implementation of Remedial Education Programs Related to the LEAP/CRT Program.” The projected program is to be included in this section.

Local Program Development and Evaluation

Listed below are the major components that must be incorporated in the remediation plan. In addition to any State guidelines, the remediation plan should describe clearly how the remedial education program will be implemented for each grade level and for each test area of the LEAP/CRT. The plan must describe how all students, including students with disabilities, will be provided remediation to overcome their educational deficits as identified through the results of the LEAP/CRT.

I. School Year Remediation Program

A. Program Objectives

List the objectives for your school year intervention/remediation program.

The Jackson Parish School year intervention/remediation program will provide intense and focused instruction as remediation to 100% of the 4th and 8th grade students retained for unsatisfactory LEAP 21 scores in 2008-2009 school year. Tutoring will also be available to qualified 3rd and 7th grade iLEAP students.

The Jackson Parish Tutoring program will provide intervention to 100% of the 4th and 8th grade students at-risk of failing LEAP 21 test during the 2009-2010 school year.

B. Program Description

1. Describe the criteria used to determine which 4th and 8th grade students are eligible for school year intervention/remediation.

Program will service students in the 4th and 8th grade performing unsatisfactorily and approaching basic on 2008-2009 LEAP test and students in grades three and seven who performed unsatisfactory or in the bottom 25% of the class on the iLEAP test.

2. Does the district suggest or require a minimum pupil/teacher ratio for remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level? 7:1

3. Does the district suggest or require a minimum number of hours each school should provide remediation services to its eligible students? If so, what is the minimum? 50 hours offered

4. Approximately when will the school year intervention/remediation programs begin in your district? September 2009

5. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the school year intervention/remediation.

Selected teachers must be highly qualified, familiar with LEAP skills, and have the ability to relate to students' needs and to be able to assess students' needs.

6. Describe the materials and methodology to be used throughout the district in school year intervention/remediation.

State LEAP Remediation Guides and teacher made materials, Pass, A-Plus Software, & COACH. Individual and small group instruction, peer tutoring and computer assisted instruction will be used.

7. Describe the form of documentation collected from students/parents who refuse school year remediation services.

Permission letters will be sent to guardians with instructions for enrollment, participation and withdrawal/refusal to participate forms for the remediation.

8. Describe how science and social studies remediation is implemented.

Teachers remediate within their classes through small group assignments and instruction. Students work independently on assigned computer tasks dealing with science and social studies. Activities in the Comprehensive Curriculum Guides are used.

C. Coordination of Funds

Describe the district's plan for coordination of state, federal, and local funds for school year remediation.

Funds will be coordinated using state, local, Title 1 and IDEA monies to fully implement the program.

D. Evaluation

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

Student participation will be evident through attendance records. Intense instruction of at-risk students will be documented in portfolios. A minimum of 50% of the 4th and 8th grade at-risk students scoring Basic on the Spring LEAP 21 Test.

II. Summer Remediation Program

A. Program Objectives

List the objectives for your summer remediation program.

At least 80% of the eligible students will participate in the LEAP 21 Remediation Programs. Of those students who participate in the ELA component 50% will achieve the passing standard needed for promotion. Of those students who participate in the math component of the LEAP 21 program, 40% will achieve the passing standard needed for promotion.

B. Program Description

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

Students who score below basic on the Spring LEAP 21 are given the opportunity to participate in the Summer Remediation.

2. Does the district suggest or require a minimum pupil/teacher ratio for summer remediation programs at each individual school? If so, what is the pupil/teacher ratio at each grade level?

Yes. Pupil/teacher ratio is 15:1

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

Students receive 50 hours of remediation instruction per subject in grades 4 and 8. Teachers begin remediation immediately after scores are in. 10-15 hours are required by the parish as bridge time to the summer remediation to insure that all students get a minimum of 50 hours per subject.

4. Describe the criteria used to select teachers and/or paraprofessionals who work providing instruction in the summer remediation. Please be reminded that all teachers selected must be certified.

A memo is sent out to all teachers in the parish who desire to teach Summer remediation. Forms are returned to the central office by concerned teachers. Who are willing to work. Those teachers are chosen by the subject areas they teach and their willingness to help the students succeed.

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

Teachers analyze individual student test scores, group students according to needs based on assessment results. Individual and small group instruction, as well as peer tutoring is being done using A-plus software, and other teacher-made materials.

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

Letters are sent to parents with compacts to sign and return to school.

C. Coordination of Funds

Describe the district's plan for coordination of state, federal, and local funds for summer remediation.

All state, local, federal, and IDEA funds are used to fully implement the remediation program.

D. Evaluation

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

Students passing after summer retakes. LEAP 21 Summer test results.

III. GEE Remediation

For the Graduation Exit Examination (GEE), 50 hours of remediation shall be provided to students in each content area (English language arts, mathematics, science, and social studies) they do not pass.

Describe the GEE remediation provided for students. Include the following:

Revised 2009-2010

A. Program Objectives

To remediate students who failed GEE in Spring in order for them to pass tests for graduation from high school

B. Program Description

1. Student selection criteria

Any student that does not pass the GEE 21 during the school year. In the fall through summer of each year, students who fail the High School Graduation Test shall be provided remedial education. Eligible students will be provided remedial instruction in mathematics, science, social studies, and writing composition in which the student failed to obtain the state established criteria for mastery. Instruction will be provided in after-school/extended day remediation classes to address student efficiencies as identified by the State Graduation Test.

Eligible students will receive individualized and small group instruction within the regular and special classrooms to assist them in overcoming identified deficiencies on the State Graduation Test. Peer Group Instruction and Self-Assessment will be used as instructional techniques during the regular instructional periods as a means of providing remediation to students who failed to meet mastery criteria on the State Graduation Test. The teacher must be certified in the area of remediation being taught.

Revised

2. Pupil/Teacher ratio - 10:1

3. Instructional time - 7:45 a.m. – 1:00 p.m.

4. Selection criteria for teachers and/or paraprofessionals

Recruited by Supervisor. Those teachers who are highly qualified in the specific subject area being remediated.

5. Materials and methodology to be used

State sample test items, Comprehensive Curriculum, teacher-made materials, & A+ Software,

6. Program type – Examples: remediation courses, after-school tutoring, Saturday tutoring, summer school, other

Remediation Classes, & Computer-Assisted Instruction & after-school tutoring

List all that apply

7. Documentation of students' and parents' refusal to accept remediation

Refusal to accept remediation will require the student/parent to attend a conference with the school principal or his designee and sign a form stating that the

student/parent is refusing to accept remediation. This written refusal to accept remediation will be filed in the student's cumulative folder.

Students receiving remediation during a Carnegie Unit class can only do so if a paraprofessional is in the classroom to assist the certified teacher. The only exception would be a remediation elective class.

The Individual Students Profile provided by the State Criterion-Referenced Test shall be used by the instructional staff and the remedial education teachers to provide the most appropriate remediation to each eligible student in addressing mastery of grade level skills found to be deficit on the State CRT.

C. Plan for coordination of state, federal, and local funds for remediation

The Jackson Parish Schools shall develop and implement procedures to ensure appropriate channels of communication among all staff members who provide instruction for students receiving remedial education. Remedial education shall be coordinated with, but not limited to, Title 1, Special Education, and Regular Education with appropriate remedial education.

D. Evaluation plan for documenting evidence of achievement/growth of students

The Jackson Parish Schools shall utilize principal, teacher, parent, and student input to assess the effectiveness of the remediation process in providing remedial education to all eligible students. Information will be gathered regarding student attitudes and remediation attendance. Additionally, information will be obtained from parents, teachers, and principals regarding their perceptions of the effectiveness of the remediation programs used by the Jackson Parish Schools

APPENDIX A

This section should include the following:

Definition of Terms

- A list of state terms as outlined in the Guidelines.
 - A. State Department of Education Terms
 1. Academic Interventionist- two teachers hired to teach students in their areas of deficiencies as revealed by test data.
 2. Acceleration - Advancement of a pupil, including gifted students identified according to Bulletin 1508, at a rate faster than usual in or from a given grade or course.
 3. Alternate Assessment - Those students who by IEP team decision will not participate in parish wide LEAP/NRT testing but instead participate in an alternate instrument assigned by the State Department of Education.
 4. Content Standards - Statements of what we expect students to know and be able to do in various content areas.
 5. LEAP 21 Summer School - A summer school program designed for 4th and 8th grade students who score unsatisfactorily on the Spring LEAP Test at no cost to the students. Students at *Basic* level may attend LEAP 21 summer school at a cost assessed by the system.
 6. Louisiana Educational Assessment Program (LEAP) - The state's testing program that includes the grades 3, 5, 6, 7 and 9 Louisiana Norm-referenced Testing Program; the grades 4 and 8 Criterion-referenced Testing Program including English/language arts and mathematics for grades 4 and 8, and the Graduation Exit Examination (English language arts, mathematics, science and social studies).
 7. Promotion - Placement of a pupil from a lower to a high grade based on local and state criteria contained in these guidelines.
 8. Pupil Progression - The Comprehension plan developed and adopted by each parish or city school board which shall be based on Program with goals and objectives which are compatible with the Louisiana competency-based education program and which supplement standards approved by the State Board of Elementary and Secondary Education (SBESE). A Pupil Progression Plan shall require the student's proficiency on certain test as determined by SBESE before he or she is recommended for promotion.

Revised 2009-2010

9. Regular Placement - Assignment of students to classes, grades, or programs based on a set of criteria established in the pupil progression plan. Includes promotion, retention, compensatory programs and or remediation, and acceleration.
 10. Remedial Programs - Programs designed to assist students including identified exceptional and Non/Limited English Proficient (LEP) students, to overcome educational deficits identified through the Louisiana Education Assessment Program and other local criteria.
 11. Remediation - See Compensatory and/or Remedial Programs.
 12. Retention – Non-promotion of a pupil from a lower to a higher grade based on local and state criteria contained in this plan.
 13. Homeless students – Homeless students are those students without permanent addresses and may be admitted without Birth Certificates. (See page 8 Entrance Requirements)
- A list of terms used in the local plan. (Terms must be clearly defined; they will be used as the basis for interpretation of the components of the local plan.)

Jackson Parish School Terms

1. Provisional Certificate of Achievement - A certificate awarded to students with disabilities:
 - who are disabled under the criteria in Bulletin 1508,
 - who were in an Alternative to Regular Placement (ARP) program during the 1997- 98 school year as documented in the IEP, and
 - who the IEP committee determined would not participate in Alternate Assessment.
 Locally designed by parish certificate.
 2. Diploma of Excellence - A special certificate awarded to graduating seniors in each of the high school in Jackson Parish which indicates the student has met certain specified requirements that include and exceed the state requirements for high school graduation.
 3. Seventy percent of Achievement - As based on state standards and reflected by teacher grades in a specific course or at a grade level, the level of accomplishment required of students which determines whether or not a student will be considered for promotion to the next grade or be awarded a Carnegie unit for successful completion of a course or subject.
 4. Student Placement Review Committee - A committee organized in each school in Jackson Parish for the purpose of assisting in the decision-making process,
- Additional information that you wish to add would begin with Appendix B.

***Guidelines for Nonpublic and Home Schooled Students
Transferring to the Public School Systems:
Participation in the LEAP***

A student who is transferring from an in-state nonpublic school or a home schooling program or a Louisiana resident* who is transferring from an out-of-state school to enroll in the Louisiana public school system at grades 5 or 9 shall be required to take the 4th or 8th grade LEAP English Language Arts and Mathematics tests. Fourth grade students must score *Basic* or above on either the LEAP English Language Arts test or the LEAP Mathematics test and *Approaching Basic* or above on the other one. Eighth grade students must score *Approaching Basic* or above on both the English Language Arts and Mathematics tests. Beginning in spring 2006, the achievement level for 8th grade students will be raised to the *Basic/Approaching Basic* combination level. The following guidelines shall apply.

1. Students may take LEAP during either a spring or a summer administration prior to enrollment. It is the responsibility of the parent(s) to contact the local school system, or Local Education Agency (LEA), District Test Coordinator to register for the test.
2. The nonpublic school and the parent(s) (or home school parents) are responsible for providing to the LEA District Test Coordinator, at least ten (10) working days prior to the testing date, appropriate documentation required for requested standard testing accommodations.
3. Students with disabilities who have a current 1508 evaluation will participate in LEAP testing. Promotion decisions for these students will adhere to the High Stakes Testing Policy.
4. LEAs may charge a fee for the testing of nonpublic and home schooled students. This fee shall be refunded upon the student's enrollment in that public school system the semester immediately following the testing.
5. Students who participate in a spring administration and fail to score at the required achievement level(s) are eligible to retake the LEAP at the following summer administration.
6. LEAs shall offer LEAP summer remediation to nonpublic/home schooled 4th and 8th grade students who fail to score at the required LEAP achievement level(s), as well as to nonpublic/home schooled 4th and 8th grade students who did not test in the spring but wish to prepare for the summer administration. LEAs may charge a fee, not to exceed \$100 per student, for such remediation. The summer remediation fee shall be refunded upon the student's enrollment in that public school system the semester immediately following summer remediation.
7. Students who fail to score at the required achievement level(s) are not required to attend the summer remediation offered by the LEA to be eligible to take the summer retest. However, students must attend the LEA-offered summer remediation to be eligible for the appeal process or the policy override.
8. Only students who fail to score at the required achievement level(s) after participation in both the spring and summer administration of LEAP and who

attend the summer remediation offered by the LEA are eligible for the appeals process or the policy override, provided all criteria are met (see the High Stakes Testing Policy).

9. Students who participate only in the spring administration or only in the summer administration and fail to score at the required achievement level(s) **are not eligible** for the appeals process or the policy override. These students **are not eligible** to take The Iowa Tests for placement purposes.
 10. Students transferring into local school systems after the LEAP summer retest but prior to February 15 are required to take the state selected form of The Iowa Tests for grade placement if the students have not taken LEAP.
 11. Students taking The Iowa Tests are not eligible for a retest or for the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee.
 12. The High Stakes Testing Policy and the local Pupil Progression Plan shall govern grade placement of students transferring to the local school systems.
- *A Louisiana resident transferring from any out-of-state school is defined as a student who lives in Louisiana but attends school in an adjacent state.