

2023-2024 Pupil Progression Plan

Local Education Agency:

Delta Charter School, MST

Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

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

Grade 1

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

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

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

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

Desired Results Developmental Profile for kindergarten (DRDP-K) will be used in kindergarten.

Star Early Literacy will be used as a placement test for intervention purposes for kindergarten-second grade.

Freckle adaptive pathway will be used for remediation and intervention purposes in math and reading.

Intervention will be provided for students in grades K-3 scoring below benchmark on the Star Early Literacy assessments. Intervention will be explicit and systematic phonics instruction.

RTI is completed for 30 minutes a day in grades K-5. RTI is included in the daily schedule and completed by the regular education teacher.

DIBELS Next Literacy Screener will be used for grades K-3 three times a year (beginning, middle and end)

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

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

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

Kindergarten to Grade 1

To be eligible for promotion, kindergarten students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attendance policy attached)
2. Must have mastered 75% of kindergarten LDOE standards-based skills in the following areas:
 - a. Reading/ELA
 - b. Math
3. Must test above Urgent Intervention on the Star Early Literacy assessment & above Intensive Support on DIBELS.

Grade 1 to Grade 2 & Grade 2 to Grade 3

To be eligible for promotion 1st and 2nd grade students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attendance policy attached)
2. Must pass reading and math with at least an average of 67% (D). (Failing Reading **OR** Math will result in student failing for the year).

Grade 5 to Grade 6

To be eligible for promotion, 5th grade students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attendance policy attached)
2. Must pass reading and math with at least an average of 67% (D). (Failing Reading **OR** Math will result in student failing for the year).
3. Must not fail THREE or more subjects.

Grade 6 to Grade 7 & Grade 7 to Grade 8:

To be eligible for promotion, students in the 6th and 7th grades must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attendance policy attached)
2. Must pass reading and math with at least an average of 67% (D). (Failing Reading **OR** Math will result in student failing for the year).
3. Must not fail THREE or more subjects.

Promotion decisions for all students with disabilities, as defined in R.S. 17:1942(B), except a student who is identified as gifted and talented and who has no other exceptionality, will be made by the SBLC committee.

III. Promotion of students in Grade 3 to Grade 4

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.

- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Promotion of students in Grade 4 to Grade 5

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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

Grade 4 to Grade 5

To be eligible for promotion to grade 5, 4th grade students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attendance policy attached)
2. Must pass reading and math with at least an average of 67%(D). (Failing Reading OR Math will result in a student failing for the year).
3. Must not fail THREE or more subjects.
4. Must score above Urgent Intervention in STAR Math & STAR Reading. (See Below)

Students scoring below benchmark on STAR Reading or STAR Math will have 2 additional opportunities to score above Urgent Intervention. Students not scoring above Urgent Intervention will go before SBLC in July to determine retention or promotion to Grade LEAP scores, Mastery Connect scores and STAR scores will be taken into consideration. First time 4th Grade students not scoring “Basic” or above on the LEAP 2025 assessment (ELA, Math, Science, Social Studies) shall be provided an Individual Academic Improvement Plan (IAIP),

reviewed with and signed by the student's parent or legal custodian by October 30th of each school year. Case benchmark assessments will be given in ELA and Math at the beginning, mid-year, and end of the school year. Information obtained from this benchmark assessment will be used to help guide teachers with their instruction and intervention planning for students.

- The plan must outline at least two allowable interventions/supports that include:
 - Enrollment in a summer program
 - Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
 - Additional in-school support (in-school or after-school tutoring, RTI, etc.)
 - Guaranteed access to Tier I/high quality curriculum

- The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels (Basic).

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

Regular Grade 8 Promotion

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

Grade 8 Promotion Waivers

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

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

Grade 8 to 9:

To be eligible for promotion, 8th grade students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year. (See attached policy attached)
2. Must pass reading and math with at least an average of 67%(D). (Failing Reading OR Math will result in student failing for the year).
3. Must not fail THREE or more subjects.

Students scoring below benchmark on TWO of the following assessments MUST attend summer school and comply with all summer school requirements in order to be considered for promotion to the 9th grade:

1. Mastery Connect Benchmark Assessments (Reading, Math, Science and Social Studies)
2. Star Assessments (Reading and Math)

Summer school post-test results and LEAP 2025 assessment scores will be reviewed prior to the student promotion to the 9th grade. Students not meeting the state-mandated requirement of scoring Basic/Basic or Basic/Approaching Basic in ELA and Math on the LEAP 2025 assessment and who do not attend summer school will not be promoted to the 9th grade. Students not meeting the requirement for the LEAP 2025 assessment who do attend summer school MAY be promoted to the 9th grade TRANSITIONAL class. Students must comply with all summer school rules in order to be considered for promotion. If a student is promoted as a 9T student, he/she will be required to receive remedial instruction for the subject in which they did not demonstrate proficiency and it will be documented in the Individual Graduation Plan (IGP).

As stated above, 8th grade students are expected to meet state-mandated requirements of scoring Basic/Basic or Basic/Approaching Basic in ELA and math on the LEAP 2025 assessment in order to meet promotion requirements. Students not meeting this expectation shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student's parent or legal custodian by October 30th of each school year.

The plan must outline at least two allowable interventions/supports that include:

- Enrollment in a summer program

- Placement in the classroom of a teacher rated “Highly Effective” or “Effective Proficient”
- Additional in-school support (in-school or after-school tutoring, RTI, etc.)
- Guaranteed access to Tier 1/high quality curriculum

The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels.

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

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

NCAA Update

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

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

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

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a complete list of requirements.

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

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

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

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

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

Early Graduation:

In compliance with Act 660, no LEA shall have a policy or practice whereby students are prohibited from graduating in less than four (4) years. Any student wanting to graduate early must adhere to the following guidelines:

- Provide a written request to graduate early to the guidance counselor by May 1st of their sophomore year
- Once the written request from the parent is received, the guidance counselor will verify the courses that the student has received credit for and what courses he/she still needs in order to graduate early.
- If the student has enough credits to be eligible to graduate early, the guidance counselor, high school principal and director will create a written plan for the student to follow in order to meet all requirements.
- A meeting will be held by the guidance counselor and high school principal with the student and his/her parent/guardian to discuss the written plan.
- The plan must be approved by the parent, guidance counselor, high school principal and director.
- Students will be required to complete missing coursework during summer school.

Credit Recovery:

Credit recovery courses may be offered to students in grades 12 after the first semester of each school year. Credit recovery will be gained by taking online courses through an approved online platform. In order for a student to receive credit for the course that he/she is taking, during the second semester, he/she must meet the following criteria:

- Score 67% or higher in the course by the specified end date

V. Placement of transfer students

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

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

A kindergarten student transferring from a kindergarten program outside of the LEA will be accepted into the LEA program if they are five years of age by September 30th of the entering school year.

Students entering first grade without attending a full day public or private kindergarten for a full academic year will be evaluated using the same kindergarten readiness tools (Star Early Literacy, DRDP-K, Freckle) as kindergarteners that have met required kindergarten skills.

Approved Out-of-State or In-State schools:

- Parents/guardians will have 30 calendar days to provide all necessary information. Adjustments to the student’s schedule may be necessary upon receipt of official documentation.
- Students who fail to meet proficiency requirements will be referred to the SBLC committee and the student’s records will be reviewed to determine placement.

Approved Home Study (in and out of state) or unapproved non-public schools:

- Please see above for students entering grade K.
- Students entering grades 1, 2, 3, 6 and 7 may be administered the District placement test to determine placement if information received by the school from the student’s previous school does not clearly indicate which grade the student should be enrolled in. If a placement test is required, students in grades 1 and 2 will be administered a phonics screener, Star Reading and Star Math assessments. Students in grades 3, 6 and 7 will be administered Mastery Connect’s previous grade-level end-of-year comprehensive

assessment, Star Reading and Star Math. Students entering grades 5 and 9 will be administered the state approved placement test. Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

- Students who fail to meet proficiency requirements will be referred to the SBLC committee and the student's records will be reviewed to determine placement.
- If the 5th grade student fails to meet the requirement of "Basic" in at least two academic core areas, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning. See Bulletin 1566, Section 701.
- If the 5th grade student fails to meet the requirement of "Basic" and is promoted or retained:
 - The student shall be provided an Individual Academic Improvement Plan (IAIP), reviewed with and signed by the student's parent or legal custodian by October 30th.
 - The plan must outline at least two allowable interventions/supports that include:
 - Enrollment in a summer program
 - Placement in the classroom of a teacher rated "Highly Effective" or "Effective Proficient"
 - Additional in-school support (in-school or after-school tutoring, RTI, etc.)
 - Guaranteed access to Tier 1/high quality curriculum

The plan shall remain in effect until such time as the student performance in identified subjects increase to appropriate levels.

A student entering 9th grade must meet state-mandated requirements of scoring Basic/Basic or Basic/Approaching Basic in ELA and math on the LEAP 2025 assessment in order to meet promotion requirement.

- If a student entering 9th grade transfers into the district and did not take the 8th grade LEAP 2025 assessment, the district will administer the state approved placement test and they will be required to score Basic/Basic or Basic/Approaching Basic in ELA and math.
- If a student participated in the previous year's LEAP 2025, those scores may be used in lieu of placement tests.
- If the student fails to meet the minimum requirement, they will be required to attend summer remediation prior to placement in 9th grade. Students with disabilities attending summer remediation shall receive special support as needed. After completion of summer remediation, the student may be placed on a high school campus in the 9T program.

If the 9th grade student transfers into the district from another state, country, home schooled or private school after the completion of summer remediation the district will administer the state

approved placement test.

- If the student passes the LEAP placement test, they will enter as a 9th grader or 9T student.
- If the student fails to meet the state-mandated requirements, the LEA shall make promotion and retention decisions based on a preponderance of evidence of student learning. See Bulletin 1566, Section 701.

Procedures for Determining Carnegie Credit for Transfer Students:

- Students transferring in from an approved out-of-state or in-state school will be given full credit for a Carnegie unit earned at one of these schools.
- Students transferring in from an unapproved out-of-state or in-state school or from an approved home study program may be administered the District placement test to determine if the student will receive Carnegie credit for a particular course. If administered, the student must score 67% on the placement test to receive credit.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program. For students with an IEP:

- Delta Charter School 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 an IAP or IEP.
- Students with an IAP or IEP who transfer from another district in Louisiana shall be provided services that are comparable to those received in the previous district, until Delta Charter School either:
 - Adopts the student's IAP/IEP from the previous public agency; or
 - Develops and implements a new IAP/IEP that meets the applicable requirements in Section 320 through Section 324 of Bulletin 1706.
- Records of students with an IAP or IEP who transfer from a district out-of-state shall be given to the designated pupil appraisal staff within five (5) days of receipt of the records. If records do not indicate compliance with Louisiana Bulletin 1508 criteria, the student shall be offered either interim placement in a special education program while an evaluation is completed OR shall be referred to SBLC, which will review student information and follow procedures outlined in the SBLC handbook.
- Additionally, interim IAP/IEPs may be considered for students who enroll in public school with no record or history of services, but who show signs of significant disabilities.

VI. Support for students

School year support

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

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

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

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC

28: CXV.509 and who has achieved a rating of "effective: proficient" or greater on the most recent evaluation.

- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. Promotion and placement of certain student populations

Students with disabilities

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

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

A thirty-minute daily RTI time has been built into all K-5 classrooms to address student specific deficiencies. The Freckle program will be used for RTI.

Pull-out intervention is offered to students in grades K-3 who score in the intervention band on Star assessments.

Daily reading intervention is offered to students in grades 6-8. READ180 is the program that will be used for this intervention. READ 180 content will be added into daily instruction in grades 9-12 English classes as appropriate.

Math intervention will be offered to students in grades K-8 two to three times a week. Eureka intervention materials will be used as the teaching tool for this intervention. Students scoring below benchmark on the Star Math assessment will qualify for math intervention. The math interventionist will pull small groups as well as go into classrooms and work with small groups. Students in grades 9-12 will be offered intervention through a math essentials course.

After-school tutoring, available through Title I funds, will be offered to students in grades 3-12 who meet the following criteria:

- A score of Approaching Basic or Unsatisfactory on the LEAP 2025 test
- A score of F on student's progress report or report card
- Teacher recommendation
- Star Reading Test (Grades 3-5 only)

Credit Recovery:

Credit recovery courses will be offered to students in grades 9-12. Credit recovery will be gained by taking online courses through an approved online platform or through teacher instruction. Teachers who teach credit recovery courses will have been rated "Highly Effective" or Effective: Proficient." Summer school will be held for up to 15 days for up to 6 hours each day. In order for a student to receive credit recovery for a course taken during summer school, he/she must meet the following criteria:

- Score 67% or higher on the post-test administered at the end of summer school
- 80% attendance rate

High School LEAP 2025 Summer Remediation:

High school LEAP 2025 summer remediation will be offered to students who score unsatisfactory on any high school LEAP 2025 assessment. Students will be taught using a combination of online courses through an approved online platform and teacher instruction. Teachers who teach summer remediation will have been rated “Highly Effective” or “Effective: Proficient.”

Students with disabilities:

Additional information that may be used by the IEP committee in the decision of the promotion or placement of student with disabilities may include the following:

- IEP goals
- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances

XI. Alternative education placements

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

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

Delta Charter School does not have an off-site alternate education site. However, an online program through an approved online platform will be utilized in the following situations:

1. Medical: A student may be placed on online learning after a doctor’s note is provided at a scheduled SBLC meeting. During the meeting, the length and other requirements/expectations of online learning will be defined.

2. Behavioral: A student may be placed on online learning as determined by the SBLC committee after behavioral interventions have been provided as outlined in our PBIS plan and carried out for grades K-5 by Mrs. Nicholson and for grades 6-12 by Mrs. Dawkins.

XII. Due process related to student placement and promotion

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

Regular education students:

If a parent of a regular education student has a concern about their child, then the parent should follow the follow the procedures found below:

Parent and Student Grievance Policy:

DCS strives to work with students and families to ensure DCS students' success both inside and outside the classroom. If an incident occurs or a student and/or parent/guardian is unhappy with some aspect of DCS's provision of services or operation of the school, including any complaints of discrimination on any basis, students and/or parents/guardians should use the below grievance procedure to resolve their complaints. DCS will address any concerns promptly and fairly.

DCS encourages students and parents/guardians to discuss their concerns and complaints through an informal conference with the appropriate teacher, staff member, assistant principal, or other school personnel. Concerns should be expressed as soon as possible to allow early resolution with the parties involved. If the student or parent/guardian is not satisfied with the outcome of the informal conference, the student or parent/guardian may initiate the formal grievance procedure:

- At this time, the student or parent/guardian may submit a formal grievance in writing to the students' designated principal (Grades K-5: Mrs. Nicholson, Grades 6-12: Mrs. Dawkins, Special Education/504: Mrs. Ulmer). This written, formal grievance must be received within ten (10) days of the incident or matter. The designated principal will then look into the grievance and claims, determine the appropriate action, and notify the person submitting the grievance in writing.
- If the grievance is not satisfactorily resolved by the designated principal, the student or parent/guardian may submit a formal appeal in writing. The formal written appeal should be submitted to Monica Miller, Director of DCS. The formal written appeal must include an explanation as to how the grievance was not satisfactorily resolved by the designated principal and must be submitted to Mrs. Miller within three (3) days of receiving notification of the resolution from the designated principal. Mrs. Miller will have seven (7) business days from receipt of the written complaint/grievance to investigate the matter, determine the

appropriate action, and notify the person submitting the grievance in writing of the proposed resolution.

- If the student or parent/guardian still does not believe the matter has been properly addressed, they may file a second appeal in writing to the President of the DCS Board of Directors. The President of the DCS Board will appoint a hearing committee to investigate the grievance and resolve it. Following the committee's meeting, a recommendation will be formally presented to the board in an executive session and a final determination will be made. Students and/or parents/guardians will be notified in writing of the outcome of the grievance within five (5) days of the board determination. **Note: students and/or parents/guardians are not entitled to a live hearing in front of the DCS Board of Directors, unless notified otherwise under the circumstances.**

Students with disabilities (1508):

Special provisions for special education students are made through the IEP committee. Therefore, students, teachers, and parents (guardians) are encouraged to resolve conflicting opinions through the IEP committee.

The IEP committee is responsible for certain basic conditions for all special education students, namely:

1. Determine that the student is attending the school he/she would be attending if he/she were not identified as an exceptional student.
2. Determine that special education classes are chronologically age appropriate and accessible to students for all activities.
3. Determine that classrooms are comparable to and integrated with regular classrooms.

However, should the IEP committee process result in an unresolved conflict, a formal written procedure may be initiated by following the procedural steps listed in the regular education's due process section (steps 1-6). Should a controversy continue to exist with a special education student after attempts by the LEA are exhausted for a solution, a resolution session shall be initiated.

If a parent of a student with an IEP has a complaint of the accommodations on their child's IEP not being followed, then the parent should follow the procedures found below:

1. Contact the child's special education teacher to discuss your concerns. If the student is an inclusion student, then the regular education teacher may be a part of this discussion as well.
2. If after contacting the special education teacher, the issue is not resolved, the parent should follow the procedures listed below to notify the special education director (Mrs. Ulmer). If the student is an inclusion student and the concern involves the regular education teacher, Mrs. Ulmer may work with the appropriate principal to help resolve the concern.
 - a. Provide an original, dated, written inquiry or complaint signed by the complainant.

The written inquiry/complaint should provide specific information regarding the complaint of the parent. must be received by the special education director within ten (10) school days of the receipt of a response from the appropriate school principal.

- b. Following receipt of the written complaint, the special education director will notify the parent of receipt of his/her complaint.
 - c. The special education director will then conduct an independent investigation of the written complaint. The special education director will notify the parent of her findings within ten (10) school days. The parent will be notified if the investigation will require longer than ten (10) school days.
3. If the grievance is not satisfactorily resolved by the designated principal, the student or parent/guardian may submit a formal appeal in writing. The formal written appeal should be submitted to Monica Miller, Director of DCS. The formal written appeal must include an explanation as to how the grievance was not satisfactorily resolved by the designated principal and must be submitted to Mrs. Miller within three (3) days of receiving notification of the resolution from the designated principal. Mrs. Miller will have seven (7) business days from receipt of the written complaint/grievance to investigate the matter, determine the appropriate action, and notify the person submitting the grievance in writing of the proposed resolution.
- If the student or parent/guardian still does not believe the matter has been properly addressed, they may file a second appeal in writing to the President of the DCS Board of Directors. The President of the DCS Board will appoint a hearing committee to investigate the grievance and resolve it. Following the committee's meeting, a recommendation will be formally presented to the board in an executive session and a final determination will be made. Students and/or parents/guardians will be notified in writing of the outcome of the grievance within five (5) days of the board determination. **Note: students and/or parents/guardians are not entitled to a live hearing in front of the DCS Board of Directors, unless notified otherwise under the circumstances.**

Section 504 students:

Procedures for responding to student-related inquiries or complaints alleging violations of Section 504 of the Rehabilitation Act of 1973:

Any parent of a student (or student of majority age) who believes that such student has been excluded from participation in, denied benefits of, or subjected to discrimination under any program or activity of the Delta Charter School Group solely by reason of his/her disability has a right to bring inquiries or concerns to the attention of the special education/504 director (Mrs. Ulmer).

If a parent of a student with an IAP has a complaint of the accommodations on their child's IAP not being followed, then the parent should follow the procedures found below:

1. Contact the child's regular education teacher to discuss your concerns.
2. If after contacting the child's teacher, the issue is not resolved, the parent should notify the appropriate school administrator (Grades K-5: Mrs. Nicholson and Grades 6-12: Mrs. Dawkins). The principal shall commence an informal but thorough investigation of the specific actions or activities giving rise to the parent's complaint.
3. As soon as practicable, but not later than seven (7) school days following completion of the investigation (unless a longer period is necessary to effectively conduct the investigation), the appropriate principal will notify the parent of his/her findings. The parent shall be advised of any extensions of time considered necessary to the investigation. The investigation will be conducted in an impartial manner and will address the specific issues raised in the concern.
4. If after contacting the appropriate school administrator, the issue is not resolved, the parent should follow the procedures listed below to notify the section 504 coordinator (Mrs. Ulmer).
 - a. Provide an original, dated, written inquiry or complaint signed by the complainant. The written inquiry/complaint should provide specific information regarding the complaint of the parent and must be received by the section 504 coordinator within ten (10) school days of the receipt of a response from the appropriate school principal.
 - b. Following receipt of the written complaint, the 504 coordinator will notify the parent of receipt of his/her complaint.
 - c. The section 504 coordinator will then conduct an independent investigation of the written complaint. The section 504 coordinator will notify the parent of her findings within ten (10) school days. The parent will be notified if the investigation will require longer than ten (10) school days.
5. If the grievance is not satisfactorily resolved by the designated principal, the student or parent/guardian may submit a formal appeal in writing. The formal written appeal should be submitted to Monica Miller, Director of DCS. The formal written appeal must include an explanation as to how the grievance was not satisfactorily resolved by the designated principal and must be submitted to Mrs. Miller within three (3) days of receiving notification of the resolution from the designated principal. Mrs. Miller will have seven (7) business days from receipt of the written complaint/grievance to investigate the matter, determine the appropriate action, and notify the person submitting the grievance in writing of the proposed resolution.
6. If the student or parent/guardian still does not believe the matter has been properly addressed, they may file a second appeal in writing to the President of the DCS Board of Directors. The President of the DCS Board will appoint a hearing committee to investigate the grievance and resolve it. Following the committee's meeting, a

recommendation will be formally presented to the board in an executive session and a final determination will be made. Students and/or parents/guardians will be notified in writing of the outcome of the grievance within five (5) days of the board determination. **Note: students and/or parents/guardians are not entitled to a live hearing in front of the DCS Board of Directors, unless notified otherwise under the circumstances.**

Delta Charter School Special Education Director: Mrs. Melanie Ulmer

Delta Charter School Section 504 Coordinator: Mrs. Melanie Ulmer

Contact Information:

Address: 300 Lynwood Drive, Ferriday, La. 71334

Email: mulmer@deltacs.org

Phone number: 318-757-3202

XIII. Additional LEA policies related to student placement and promotion

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

Class enrollment:

Once a student in grades 9-12 enrolls in a class, he/she will have ten (10) school days from the first full day of school to change classes. This applies to regular classes, honors classes, Pre-AP/AP classes, and dual enrollment classes. After the then (10) day period is up, a student will remain in the class for the remainder of the semester or school year whichever applies. Other date specifications may be made by the partnering universities for dual enrollment students. This information will be given to those students at the beginning of each semester in which they are taking the dual enrollment course

Dual enrollment/AP courses:

In order for a student to enroll in a dual enrollment or AP course, he/she must meet the guidelines set forth by the college offering the course. The student and his/her parent or legal guardian must sign a contract prior to entering the class.

Students will be allowed to take dual enrollment or AP classes for math and elective courses during his/her junior year and for core and/or elective courses during his/her senior year. Dual enrollment courses may not be taken for a course in which there is a LEAP 2025 (EOC) test required. No dual enrollment courses will be offered to students prior to his/her junior year in high school.

Students who drop dual enrollment courses with a W through the college or those who receive a final grade of F in the dual enrollment course will still be required to complete the course for LDOE graduation requirements. These students may be required to take two semesters at once in order to get credit for the course they received a W or F in.

According to the Louisiana Board of Regents, in order for a student to be eligible to take dual enrollment classes as a junior or senior, he/she must meet **ALL** of the following requirements:

1. Must have a 19 composite score on the ACT
2. Must have a 19 sub-score on the Math portion of the ACT
3. Must have an 18 sub-score on the English portion of the ACT
4. Must have a 2.75 GPA.

Dual enrollment/AP policies:

I. Eligibility

In order to be eligible to take dual enrollment courses, a student must:

- A. Be a junior or senior
- B. Have an overall ACT score of 19 with a sub score of 18 in English and 19 in Math. If student is within 1 point of the English or Math sub score, then he/she may take the Accuplacer at CLTCC. The Accuplacer may only be taken for one subject.
- C. Meet ACT requirements by August 1st in order to be enrolled in dual enrollment courses for the fall semester.
- D. Meet ACT requirements by December 1st in order to be enrolled in dual enrollment courses for the spring semester.

II. Student Expectations

- A. Student must print a syllabus the first day of class and provide a copy to the proctoring teacher.
- B. Student must purchase the book required for each course that they are enrolled in within the first week of class.
- C. Student must meet all deadlines set by the teacher of the course.
- D. Student must work on dual enrollment work during the scheduled class for that course. Work must also be done outside of school hours.

III. Requirements to remain in course:

- A. Students must end the course with a grade of D or higher.
- B. Students who receive a final grade of D in any dual enrollment course will be put on academic probation and will be required to maintain a grade of C or higher in each course that they enroll in the semester following the one in which they received the D. (LSUA and ULM require students to have an overall GPA of 2.0 in order to enroll in additional dual enrollment courses the following semester. If the student does not meet this GPA requirement, they must wait one full semester before they will be allowed to enroll in additional DE courses through that college.)
- C. Students who receive a final grade of F in any dual enrollment course will not be allowed to enroll in any dual enrollment courses the semester following the one in which they received the F.
- D. Students will only be allowed to withdraw from a course with a W twice. After receiving a W twice, a student will not be allowed to enroll in any dual enrollment courses the semester following the one in which they received their second W.
- E. Students must meet the college's minimum GPA requirement in order to enroll in additional DE courses at that college.
- F. Any student who becomes ineligible for one of the reasons listed above will be evaluated at the end of their probation period or the semester following their ineligibility.

IV. Important Information:

- A. Dual enrollment courses are college level courses. Students who enroll in these courses will be treated the same way as the college students who are enrolled in the course.
- B. Professors of dual enrollment courses will only communicate with the student enrolled in the course. They will not communicate with the DCS proctor, guidance counselor, administrator or parent.
- C. Students are expected to monitor and complete their assignments as required by the college professor. The proctor is only there to help the student with proofreading or to provide extra clarification/explanations. It is the student's responsibility to complete his/her work as assigned.
- D. Parents are required to pay the school back for the tuition fee of any course in which the student receives a grade of F or withdraws from the course with a grade of W. (LSUA is \$99 per course and ULM is \$150 per course).
- E. Any student who owes the school money for receiving a grade of F or W will not be allowed to enroll in any additional DE courses until this fee has been paid.
- F. Dual enrollment courses are a part of a student's high school schedule. Therefore, the attendance policies of Delta Charter School still apply to these courses.
- G. The colleges in which students are enrolled in for dual enrollment courses do not follow the same calendar as Delta Charter School. Therefore, students are responsible for completing work according to the schedule provided to them by the college. This means that even if Delta Charter School is out on break, dual

enrollment students will be required to complete their work as assigned.

- H. Parents and students must attend a mandatory dual enrollment meeting BEFORE a student will be enrolled in any DE course.
- I. If a student fails the first semester of a DE course in English Comp, World History, Biology or any required course for graduation purposes, the student will have to go back and take the entire year of that course, in the regular class or they will not meet the LDOE requirements for graduation.

Classes at CLTCC:

Students may be eligible to take courses at CLTCC once they reach sixteen (16) years of age and meet all the requirements set forth by the college and those needed to complete their selected graduation pathway. Parents and students will be required to sign a contract prior to being enrolled in any courses at CLTCC.

CLTCC Dual Enrollment Policies:

I. Eligibility:

In order to be eligible to take dual enrollment courses, a student must:

- A. Be a junior or senior (sophomores may be able to attend if they meet the age requirement, however, this will be determined on a case-by-case basis.)
- B. Meet age requirements set forth by the CLTCC for particular programs.
- C. Must pass background check and drug screening for certain programs as required by CLTCC.

II. Student Expectation:

- A. Student must purchase required materials for class (books, clothing, etc.) within the first week of class.
- B. Student must meet all deadlines set by the teacher of the course.
- C. Student must attend class at the scheduled times each day.
- D. Student must notify guidance counselor of his/her intent to enroll in an approved CLTCC program by August 1st for the fall semester and by December 1st for the spring semester.

III. Requirements to remain in courses:

- A. Students must end the course with a grade of D or higher.
- B. Students who receive a final grade of D in any dual enrollment course will be put on academic probation and will be required to maintain a grade of C or higher in each course that they enroll in the semester following the one in which they received the D.
- C. Students who receive a final grade of F in any dual enrollment course will not

be allowed to enroll in any dual enrollment courses the semester following the one in which they received the F.

- D. Any student who becomes ineligible for one of the reasons listed above will be evaluated at the end of their probation period or the semester following their ineligibility.

IV. Important information:

- A. Dual enrollment courses are college level courses. Students who enroll in these courses will be treated the same way as the college students who are enrolled in the course.
- B. Most teachers of CLTCC courses will only communicate with the student enrolled in the course, however, some will communicate with the guidance counselor from time to time.
- C. Students are required to complete the course requirements each semester in order to receive credit for the course that they are enrolled in.
- D. Parents are required to pay the school back for the tuition fee of any course in which the students receives a grade of F or withdraws from the course with a grade of W. (CLTCC tuition ranges from approximately \$1000 to \$1200 each semester depending on the program in which the student is enrolled).
- E. Any student who owes the school money for receiving a grade of F or W will not be allowed to enroll in any additional DE courses until this fee has been paid.
- F. Dual enrollment courses are a part of a student's high school schedule. Therefore, the attendance policies of Delta Charter School still apply to these courses.
- G. CLTCC does not follow the same calendar as Delta-Charter School. Therefore, students are responsible for attending class and completing assigned work according to the schedule provided to them by the college. This means that even in Delta Charter School is out on break, students will still be required to attend classes on the CLTCC campus.
- H. If a student must miss a class at CLTCC for an approved school function, they must notify the instructor at CLTCC BEFORE the day of the absence. They must make arrangements with the CLTCC teacher to complete any assignments that they will miss as the result of the approved absence. Examples of approved school functions include field trips and out-of-town sporting events which necessitate leaving the school earlier than the CLTCC dismissal time.
- I. Parents and students must attend a mandatory dual enrollment meeting BEFORE a student will be enrolled in any CLTCC course.
- J. Students must pass all courses taken on the CLTCC campus in order to satisfy the graduation requirements set forth by the LDOE. Failure to pass all courses could result in the student not being able to graduate.

LEAP 2025 (EOC):

Students may **not** take the LEAP 2025 (EOC) test for a subject prior to taking the required course. A student will take the LEAP 2025 (EOC) test in the spring of each school year in which they are enrolled in the course.

Final Tests Exemptions:

Students in grades 3-12 may be exempt from final tests if he/she has maintained all A's in the class. Eligibility will be determined using the first three nine weeks and the grades up to the time of the final exam of the fourth nine weeks. Midterm test grades will not be used to determine a student's eligibility for final test exemption.

Residency Requirements:

Students enrolling for the first time at Delta Charter School, MST must provide proof of residency within the state of Louisiana. There must be a minimum of two acceptable proofs of residency presented to the guidance counselor.

Nine Weeks Honor Roll and End-of-Year Awards Day:

At the end of each nine-week grading period, students who have earned grades of all A's will be recognized at the nine-week honor's assemblies for having met the requirements for the Principal's award and students who have earned grades of all A's and B's will be recognized for having met the requirements for the Honor Roll. Students must not have a grade of C in any subject in order to be recognized.

Students who have maintained a grade of A in each individual course that they are registered in for the first four grading periods will be recognized at the end of the year award's day for having met the requirements for the Principal's award. Students who have maintained a grade of A and B in each individual course that they are registered in for the first four grading periods will be recognized at the end of the year award's day for having met the requirements for the Honor Roll. Students must not have a grade of C in any subject in order to meet the requirements. Midterm test grades will not be used in the calculation of the Principal or Honor Roll awards.

Students in grades K-2 will also be recognized at the end of the year award's day for accelerated reading achievements, Storm Pride acknowledgements and attendance. Students in grades 3-5 will also be recognized at the end of the year award's day for accelerated reading achievements, Storm Pride acknowledgements and attendance.

At the beginning of each school year, in September, students in grades 3-11 will be recognized for Mastery and Advanced scores on the state LEAP 2025 assessment. Students in grades 6-11 will also have their end of the year award's program at this time.

Testing Programs:

DCS will participate in all appropriate state required tests, for all grade levels whereby a standardized test is required, including LEAP Connect, LEAP 2025, English Language Performance Test (ELPT), and ACT. Students who do not successfully pass the required tests shall be retained or retested as directed by the Louisiana Department of Education. Please see our website, www.deltacs.org, for our testing policy.

Accelerated Reading Policy:

Grades K-5: Accelerated Reader Point Clubs are recognized at the end of each 9 Weeks. Point Clubs begin at 10 points and move up in increments of 10. Students must move up a point club each 9 Weeks in order to be recognized. For example, a student recognized for the 10 point club the 1st 9 Weeks cannot be recognized for the 10 point club for the 2nd 9 Weeks. The student must progress to the 20 point club to be recognized. The 2 students from each grade who earn the most points each 9 Weeks will be recognized. The Top Readers for grades K-2 and 3-5 will be recognized at the End of Year Awards. Students in grades K-2 earning 25 points in the 9 Weeks will be part of Mrs. Nick's Book Club. Students in grades 3-5 earning 50 points will be part of Mrs. Nick's Book Club. Students must earn the required points each 9 Weeks to remain in Mrs. Nick's Book Club.

Grades 6-12: Students in grades 6-12 will be allowed to read AR books for extra credit in one class each nine weeks. In order to qualify, the following guidelines must be met:

- Students must obtain 10 AR points by reading grade-level appropriate texts as determined by the librarian.
- Once students reach their 10-point goal, they will be given a coupon.
- The coupon must be used by the 8th week of the nine-week grading period in which it is earned.
- The coupon may be used in any subject chosen by the student.
- The coupon will be good for an extra grade of "100" in the student's chosen subject.
- Only one coupon may be earned in each nine-week grading period.

Students are not required to participate and will not be penalized if they do not, however, they are strongly encouraged to do so.

Valedictorian/Salutatorian Guidelines:

In order for a student to qualify for valedictorian of his/her graduating class, he/she must meet the following guidelines:

- Attend Delta Charter School for the four semesters prior to graduation
- Have the highest cumulative numerical average in the class

In order for a student to qualify for salutatorian of his/her graduating class, he/she must meet the following guidelines:

- Attend Delta Charter School for the four semesters prior to graduation
- Have the second highest cumulative numerical average in the class

Graduation Requirements:

Tops University: 24 credits needed

- 4 English courses
- 4 Math courses
- 4 Science courses
- 4 Social Studies courses
- ½ credit Health
- 1 ½ credits of PE
- 3 elective courses
- 2 Foreign language courses
- 1 Art course

For a specific list of courses needed to satisfy the above requirements, please see the guidance counselor.

Jumpstart Tops Tech: 23 credits needed

- 4 English courses
- 4 Math courses
- 2 Science courses
- 2 Social Studies courses
- ½ credits of Health
- 1 ½ credits of PE
- 9 units of courses to meet chosen Jumpstart pathway

For a specific list of courses needed to satisfy the above requirements, please see the guidance counselor.

Grading Policy Grades K-11:

Regular education and special education students in grades 1-12 shall be assigned numerical and letter grades. LAA 1 students may be assigned “S” for satisfactory, “U” for unsatisfactory, and “N” for needs improvement. Kindergarten students shall receive grades of “M” for mastered, “P” for progressing, and “N” for needs practice according to the LEA kindergarten skills checklist.

Regular education and special education teachers should plan and collaborate on a weekly basis to determine the level of supports needed for students with disabilities in the general education classroom. In addition, they should collaborate to determine appropriate grades to be given. Grades should reflect accommodations documented on the IEP, and consideration should be given to modifying the content (what is taught), process (how it is taught), and product (how it is tested) if required by those accommodations.

A minimum of one grade per student shall be assigned in each subject weekly. A student in grades K-12 shall have a minimum of 9 grades for a nine-weeks grading period. These grades may consist of a combination of classwork, homework, and test/quiz grades.

Semester exams shall be given to students in grades 3-12. The exam will count as 20% of the semester average with each of the nine-week grading period's average counting 40% each. Therefore, the semester average would be the 1st nine weeks (40%), the 2nd nine weeks (40%), and the semester exam (20%) for a total of 100%.

High school students are required to take the following LEAP 2025 assessments: Algebra I, Geometry, English I, English II, English III, Biology and U.S. History. These students will have their final course grade calculated by averaging the first semester average (40%), the second semester average (40%), and the LEAP 2025 assessment score (20%) to get the final course grade. The LEAP 2025 assessment score will be determined by using the state conversion chart based on the student's score on the corresponding LEAP 2025 exam.

Eligibility for participation in extracurricular activities:

Students may participate in a variety of extracurricular activities (extracurricular activities can be defined as an activity that occurs after school hours, but is still a school sponsored activity) at DCS. Such activities may include football, boys'/girls' basketball, baseball, softball, cheerleading, soccer, tennis, yearbook staff, 4-H club, Beta Club, and other teams or clubs. There are certain requirements that students must meet in order to participate in such extracurricular activities. DCS will adhere to the eligibility requirements of the Louisiana High School Athletic Association (LHSAA).

Academics:

- 1.11.1 **First Semester Eligibility:** To be eligible for the first semester of the school year, a student shall have earned at least six (6) Carnegie credits from the previous academic year (fall, spring and summer), which shall be listed on the student's transcript and shall have earned at least a "C" average as determined by the Local Education Authority within their Pupil Progression Plan when considering all "graded" subjects.
- 1.11.2 **Second Semester Eligibility:** To be eligible for the second semester of the school year, a student must enroll in and successfully pass the number of courses which will allow him/her to earn a minimum of 3 Carnegie credits for the first semester. Note: This can be accomplished by earning any combination of Carnegie units. Six (6) one-half (.5) Carnegie credits will meet this requirement.

Behavior:

- All participants must meet the behavior guidelines set forth in this handbook.
- To remain eligible for participation, any student not meeting behavioral expectations may be placed on an individualized student support plan.
- Any student who is suspended from school shall be removed from participation in any/all extra-curricular activities for the duration of the suspension.

- Numerous suspensions or other violations of this handbook may result in permanent removal from extra-curricular activities/teams/clubs.
- Students who receive a suspension or other disciplinary consequence out of season for the sport/team/club they are participating in may affect the student's eligibility to participate in that extra-curricular activities/team/clubs when the season starts.

Other Requirements:

- All students participating in any extra-curricular activity are subject to the DCS Drug Testing & Substance Abuse Policy.
- Parents are required to sign permission slips for students to participate in any extra-curricular activity at DCS.
- Parents are required to sign a liability waiver prior to their student's participation in any extra-curricular activity.
- Parents are required to provide two (2) emergency contact numbers and two (2) modes of transportation for their students for after-hours dismissal as a result of the extra-curricular activity.

**** PLEASE NOTE THAT ANY DCS STUDENT MAY BE REMOVED FROM A CLUB, TEAM, OR OTHER EXTRACURRICULAR ACTIVITY AT ANY TIME AT THE DISCRETION OF THE ADMINISTRATION****

Guidelines for taking Algebra I in the 8th grade:

Effective beginning with the 2023-2024 school year, in order to be placed in the 8th grade Algebra I class, students must have met the following criteria:

Must meet **ALL** of the following:

- Student must score BASIC or above on the LEAP 2025 state assessment
- 3.0 overall GPA in core subjects only (Math, ELA, Science and Social Studies)
- 90 or better final average in math for the 7th grade year

Guidelines for taking Chemistry in 10th grade:

Effective beginning with the 2021-2022 school year, in order to be placed in Chemistry during their sophomore year, students must meet three out of the four of the following criteria:

- Must have a final average of A or B in their biology course
- Must have a final average of A or B in Algebra I
- Must have scored a Basic or above on their Biology EOC
- Must have scored a Basic or above on their Algebra I EOC

Specific course requirements:

The following courses have specific requirements for enrollment in the class:

1. Customer Service: must be 15 years of age
2. EMR: must be 16 years of age and a junior or senior
3. Psychology: must be a junior or senior
4. Physics: must be a senior
5. Microenterprise: must be a junior or senior

Literary Rally:

Each year the state holds a district and state level literary rally at various colleges across the state. Our district rally is held in the spring each year at Louisiana College in Pineville. Each teacher is allowed to send two students per subject to the district rally. Teachers choose the students to attend based on academic success, willingness to participate, ability to attend the event and work ethic displayed throughout the school year. All students are encouraged to strive to attend the district rally by displaying the qualities mentioned above.

The district rally committee notifies our counselor of students who qualify for the state rally, which is held at LSU in Baton Rouge. Delta Charter School has no say as to which students qualify for the state rally.

School Building Level Committee (SBLC):

Goal:

The goal of the SBLC is to provide more efficient delivery of educational services to children.

Membership:

The school shall establish a committee of knowledgeable persons. SBLC membership may consist of the following individuals: the director and his/her designee, an elementary teacher representative, a junior high teacher representative, a high school teacher representative, and a special education teacher representative. Individual teachers of students as well as needed pupil appraisal staff or ancillary personnel will be called to meetings as needed.

Functions:

The functions of the SBLC committee will be as follows:

1. To facilitate communication among school staff concerning students having difficulties.
2. To provide support to teachers who are trying to individualize instruction.
3. To design educational/behavioral interventions for students who are experiencing various kinds of difficulties in school.

4. To serve as a point of entry for determination of section 504 eligibility

Failure Due to Absences:

In order to comply with RS 17:221, Delta Charter School will follow the attendance policies found below:

Attendance Policies:

DCS recognizes that the fundamental right to attend the public school places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program. Louisiana's Compulsory School Attendance Law (La. R.S. 17:221) requires that all students aged 5 to 18 attend a public or private day school until they graduate from high school.

The Louisiana Department of Education (LDOE) classifies a student's absence into one of four categories. These categories are:

1. Exempted and excused: The student is allowed to make up the missed work and the absence is not counted against the student's attendance requirement. Examples are absences documented by a doctor's note or absences as the result of a school sponsored event. There is no limit to these absences.
2. Non-exempted and excused: The student is allowed to make up the missed work, but the absence is counted against the student's attendance requirement. An example is a personal or family illness documented by a parent's note. A student may not have more than five (5) of these absences per semester or no more than ten (10) of these absences in a year.
3. Unexcused: The student is not allowed to make up the missed work and the absence is counted against the student's attendance requirement. An example is skipping school.
4. Suspension: The student is allowed to make up the missed work, but the absence is counted against the student's attendance requirement.

Per Bulletin 741, students in grades K-8 are required to attend school 60,120 minutes each year. Students in grades 9-12 are required to attend school 60,120 minutes each year or 30,060 minutes each semester in order to receive the Carnegie unit for the course that they are enrolled in. Therefore, a student may not have more than five (5) non-exempt or unexcused absences per semester or more than ten (10) non-exempt or unexcused absences per year. The accumulation of days absent need not be consecutive. Per Louisiana Department of Education attendance guidelines, the number of unexcused absences for students in grades K-8 will be accumulated according to entire days, while the number of unexcused absences for students in grades 9-12 will be accumulated according to individual class periods.

Attendance is taken daily during homeroom for students in grades K-5 and at the beginning of each class period for students in grades 6-12. Parents may monitor student attendance by logging in to the Student

Progress Center. The login for the Student Progress Center can be found on our website, www.deltacs.org. Student attendance reports will be run daily by the attendance clerk. The attendance clerk will call the parent/guardian of any student who is absent from school on the day the report is run. At the time that the reports are run, the following guidelines will be adhered to concerning the number of non-exempt or unexcused absences a student has.

Number of Non-Exempt or Unexcused Absences	Color Level	Consequence
3	Yellow	Warning letter
5	Orange	Mandatory parent contact from principal or his/her designee
10 or more	Red	Referral to FINS

Excuses for student absences must be turned in to the front office within five (5) days of a student's absence in order for the absence to be marked as excused in the computer. If a student is absent for 14 consecutive days, the school may automatically withdraw the student and a report will be made to the appropriate authority.

Attendance Recovery:

Attendance recovery will be offered to students in grades K-12 at the end of each nine-week grading period for the first three nine weeks. Attendance recovery will be on Tuesdays and Thursdays from 3:30 p.m. to 5:30 p.m. For nine-week attendance recovery, absences will be based on the total number of absences the student has for that nine-week grading period. Attendance recovery for the fourth nine-week grading period will be held during summer school. For end-of-year attendance recovery, absences will be based on the overall number of unexcused absences for the year. In order to receive credit for nine-week attendance recovery, a student must adhere to the following attendance recovery guidelines:

Number of Unexcused Absences	Required Number of After-school Detentions for Attendance Recovery
9	9
More than 10	Truancy referral to parish truancy officer

We understand that extenuating circumstances occur. These should be documented with a doctor's excuse and will be handled on a case by case basis.

Truancy:

Truancy means absence from class or school for any portion of a period or day without permission from home or school. As DCS is a closed campus, students shall not be allowed to leave the campus without proper permission at any time during the school day, including before school begins or after school while waiting on the school bus. Students shall remain on campus at all times unless granted permission from their parent/guardian to be off campus and any violation of this rule shall result in appropriate discipline.

Please review our attendance policy for requirements concerning student attendance. Violations of attendance laws and regulations are a very serious matter and those who violate it may be turned over to the Concordia Parish truancy officer.

Student Failure Due to Absences:

If a student fails due to excessive absences, parents and/or legal guardians may make a formal appeal in accordance with the due process procedures listed below:

- The parent/guardian may contact the designated principal (Grades K-5: Mrs. Nicholson and Grades 6-12: Mrs. Dawkins) to inform them of their appeal. The parent/guardian must provide the designated principal with a written appeal describing in detail the reason for their appeal.
- The designated principal will notify the SBLC committee chairperson of the parent's appeal and provide them with a copy of the written appeal.
- An SBLC committee meeting will be scheduled for the committee to hear the parent's appeal. Once the committee hears the parent's appeal and is provided documentation of why they are appealing the decision regarding their child's attendance, the committee will make a decision as to whether the decision for the child to be retained will remain or be reversed.
- If the parent does not agree with the SBLC committee's decision, then they may appeal to Mrs. Miller. In order to this, the parent/guardian must provide a written request to Mrs. Miller. This request must include a detailed description of why the parent is appealing the SBLC committee's decision. Mrs. Miller will conduct an investigation and will provide the parent/legal guardian with her decision within ten (10) school days from receipt of the parent's written appeal.

Delta Charter School recognizes that extenuating circumstances may occur, such as a lengthy illness or hospital stay, and wishes to accommodate such unfortunate circumstances. Each situation will be overseen by the attendance clerk and SBLC committee who will review any documentation that the parent/guardian provides. The SBLC chairperson will grant guidance to ensure that a student's situation and the mandated seat requirements are met.

Physical Education Credit Waiver:

A student may be allowed to receive a waiver or take an alternate class for the physical education credit requirement if there is a medical reason that would prohibit them from participating. A doctor's note is required for the waiver or alternate class to be approved.

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Delta Charter School 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

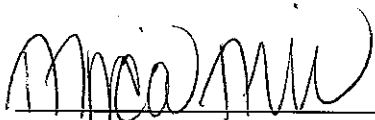
Superintendent

Board President

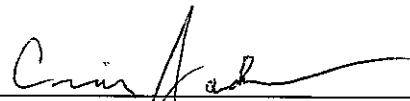
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Date approved by local school board or governing authority: 10/30/2023



Superintendent



Board President