

2020-2021 Pupil Progression Plan

Local Education Agency:

Delta Charter School

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 has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#), that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, credit recovery, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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 prepopulated. 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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Placement of students in Kindergarten and Grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, 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.

The Freckle program will be used for remediation and intervention purposes in math and reading. Reading intervention will be provided for students scoring below benchmark on the Star Early Literacy assessments. Programs used in reading intervention include Heggerty Phonemic Awareness and the ARC toolkits.

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 at the beginning of the school year.

Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

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.

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.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

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, 4, 6, 7 and 8 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. 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. This requirement has been waived for the 2020-2021 school year per LDOE.
- 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. Due to the spring 2020 semester being cut short as a result of the COVID-19 pandemic, the IAIP that was in place for the student during the 2019-2020 school year will remain in place for the 2020-2021 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.

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 supports 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.

Promotion for students in kindergarten and grades 1, 2, 3, 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, 3, 5, 6, and 7.

Kindergarten:

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.
2. Must have mastered 75% of kindergarten LDOE standards-based skills in the following areas:
 - a. Reading/ELA
 - b. Math
3. Must test above early intervention on the Star Early Literacy assessment.

Grades 1 and 2:

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.
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 3:

To be eligible for promotion, 3rd grade students must successfully complete the following:

1. Must not have more than 10 unexcused absences in a school year.
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 5:

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.
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.

Grades 6 and 7:

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.
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.

Promotion of students in grade 4

Each LEA shall identify third and 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 third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such 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.

Promotion of 4th grade students will be based on state-mandated requirements on LEAP 2025. The following additional information may be used by the SBLC committee in the decision to promote or retain a 4th grade student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances
- Preponderance of evidence of student learning

First time 4th grade students are expected to meet state-mandated requirements of scoring “Basic” in at least two core academic subjects (ELA, math science and social studies) on the LEAP 2025 assessment. 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. Due to the waiver of testing for the 2019-2020 school year, IAIP plans will not be written for fifth grade students (those who were in the 4th grade in the spring of 2020) for the 2020-2021 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 1/high quality curriculum
- The plan shall remain in effect until such time as the student performance in identified subjects increases to appropriate levels.

Promotion and support of students in Grade 8

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 in the spring 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 after the completion of summer remediation, 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

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

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.

Promotion of 8th grade students will be based on state-mandated requirements on LEAP 2025. The following additional information may be used by the SBLC committee in the decision to promote or retain an 8th grade student:

- Age
- Previous retentions
- Academic performance
- Summer remediation program participation
- Attendance during the regular school year
- Special circumstances
- Preponderance of evidence of student learning

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 requirement. 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.

If a student fails to meet the state mandated requirements on the 8th grade LEAP 2025 assessment, they must participate in summer remediation in order to be placed on the high school campus.

- Summer remediation will be for a period of up to 15 days for up to a total of 6 hours each day.
- Students must be in attendance for a minimum of 80% of the time in order to be considered for promotion to 9th grade or the 9T program.
- Upon successful completion of the summer remediation program, the student will be placed in the 9T program. A 9T student 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).

High School 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

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:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit 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.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

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.

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.

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 Policy

Nontraditional Courses

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

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course.

Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.

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

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

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

Information for school administrators

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

Credit recovery programs

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

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

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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

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. After the request from the parent, in writing, for early graduation, the guidance counselor will verify the completion of all high school graduation requirements. Once the requirements have been verified, the guidance counselor and principal must both sign off on the early graduation of the student. Once the signatures have been attained, a meeting will be held with the student and his/her parent/guardian.

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 Edmentum or another 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

School year support

The 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 supports as needed.

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.

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)

Prior to the beginning of the 2021-2022 school year, a Back-to-School reading boot camp will be offered to students in grades 1-2 who score at the urgent intervention level on the Star Early Literacy assessment when it is administered at the end of the school year. A Summer Skills Camp will be offered to students in grades 3-5 who meet the following criteria:

- A score of Approaching Basic or Unsatisfactory on the LEAP 2025 test. If LEAP 2025 is not administered in Spring 2021, then end-of-year CASE benchmark assessment scores will be used.

Students in grades 6-7 will attend an hour of RTI daily. Students in grade 8 will attend 30 minutes of RTI daily. Students in grades 9-12 will complete RTI as needed. The Freckle program will be used for RTI instruction.

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.

Credit recovery courses will be offered to students in grades 9-12. Credit recovery will be gained by taking online courses through Edmentum or another approved online platform. 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 (EOC) summer remediation will be offered to students who score unsatisfactory on any LEAP 2025 assessment. Students will be taught using a combination of online courses through Edmentum or another approved online platform and teacher instruction. Teachers who teach summer remediation will have been rated “Highly Effective” or “Effective: Proficient.”

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.

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

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 Edmentum or another 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 the 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 Mr. Comeaux.

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:

Students and parents are encouraged to resolve conflicting opinions through conferences with building teachers and elementary or junior high/high school principal. However, should this process fail to produce amicable results, the following formal written procedure shall be followed:

1. Written appeal to the board
2. Hearing scheduled by the board at the next monthly scheduled board meeting
3. Board notification of decision (within 7 school days of board meeting)
4. Appeal to courts and/or Office of Civil Rights if necessary

In the process of implementing due process, the LEA assures all parties that all procedural rights in Bulletins 1706 and 1741 will be followed.

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 due process section (steps 1-4). 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 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: Mr. Comeaux). 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 complaint.
4. If after contacting the appropriate school administrator, the issue is not resolved, the parent should follow the procedures listed below to notify the special education director (Mrs. Nicholson).
 - 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.
5. If after the special education directors provides her findings of the complaint, the parent is still not satisfied, then he/she may file a written complaint with the board of directors. The written complaint must be received by Mrs. Miller within ten (10) days of the receipt of a response from the special education director. The board will hear the parent's complaint at the next regularly scheduled monthly board meeting. The board will conduct an investigation into the complaint within ten (10) school days after the board meeting. The parent will be notified in writing once the board's investigation is complete. The parent will be notified if the investigation will require longer than ten (10) school days.

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 complaints to the attention of the appropriate school administrator (Grades K-5: Mrs. Nicholson and Grades 6-12: Mr. Comeaux).

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: Mr. Comeaux). 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 complaint.
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. Nicholson).
 - 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 special education director 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 after the special education directors provides her findings of the complaint, the parent is still not satisfied, then he/she may file a written complaint with the board of directors. The written complaint must be received by Mrs. Miller within ten (10) days of the receipt of a response from the special education director. The board will hear the parent's complaint at the next regularly scheduled monthly board meeting. The board will conduct an investigation into the complaint within ten (10) school days after the board meeting. The parent will be notified in writing once the board's investigation is complete. The parent will be notified if the investigation will require longer than ten (10) school days.

Delta Charter School Special Education Director: Mrs. Cari Ann Nicholson

Delta Charter School Section 504 Coordinator: Mrs. Cari Ann Nicholson

Contact Information:

Address: 300 Lynwood Drive, Ferriday, La. 71334

Email: cnicholson@deltacs.org

Phone number: 318-757-3202

Additional LEA policies related to student placement, promotion, etc.

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

Note: This may include course pre-reqs, class ranking, etc.

Class enrollment:

Once a student in grades 9-12 enrolls in a class, he/she will have ten (10) 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 school year. 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.

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.

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.

Junior High/High School Awards Day:

Delta Charter School, MST will hold a JH/HS awards day at the end of each school year. The achievements that will be awarded to students in grades 6-12 that day include:

- Principal's List---**All A's for the first three grading periods. Midterm test grades will not be used in the calculation of all A's.**
- AB honor roll---**All A's and B's for the first three grading periods. Midterm test grades will not be used in the calculation of all A's and B's.**
- Perfect Attendance---**No absences, tardies, or check-outs**
- Citizenship Award
- Highest Average in each subject grades 1st-12th
- Beta Club
- Other awards as determined by the awards day committee

Elementary Awards Day:

Delta Charter School, MST will hold an elementary awards day program each nine (9) weeks. The achievements that will be awarded to students in grades K-5 that day include:

- AR point clubs
- A honor roll
- AB honor roll
- Perfect attendance---**No absences, tardies, or check-outs**
- PBIS Awards
- Top boy and girl citizenship for each class
- Top boy and girl citizenship for each grade level (End of year only)
- K-2 Principal's award---boy and girl (End of year only)
- 3-5 Principal's award---boy and girl (End of year only)
- Hannah Beth top reader award---boy and girl (End of year only)

Final Tests Exemptions:

Students in grades 3-12 may be exempt from final tests if he/she has maintained an A average in the class for the entire year. Eligibility will be determined using the four grading periods prior to the final exam. Midterm test grades will be not used to determine a student's eligibility for final test exemption.

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 Ceremony Participation:

All students must meet all requirements set forth by the state (Carnegie units according to diploma pathway, state EOC/LEAP 2025 test) in order to be able to participate in any graduation exercises (baccalaureate, senior night and graduation ceremony). Any student who fails to meet the required standards will not be allowed to participate in any of these events (baccalaureate, senior night and graduation ceremony). A student may continue to work on completing the required standards after the official graduation ceremony is held. Once the students successfully completes all requirements, then he/she will be awarded his/her diploma.

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.

Residency Requirements:

Per the request from the U.S. Department of Justice, 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.

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 will 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 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%. The semester averages would then be averaged together to arrive at a final course grade.

High school students are required to take the following LEAP 2025 (EOC) exams: Algebra I, Geometry, English I, English II, English III (ends with 2018 juniors) 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 EOC score (20%) to get the final course grade. The LEAP 2025 (EOC) score will be determined by using the state conversion chart based on the student's score on the corresponding LEAP 2025 (EOC) exam.

Participation in Extracurricular Activities:

According to LHSAA guidelines:

1. To be eligible for the first semester of the school year, a student shall have earned at least 6 units from the previous school year, which shall be listed on the student's transcript and shall earn at least a 1.5 GPA.
2. To be eligible for the second semester of the school year, a student shall pass at least 6 subjects from the first semester.
3. These guidelines apply to students in grades 6-12.

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.

Guidelines for taking Algebra I in the 8th grade:

Effective beginning with the 2020-2021 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 either the LEAP 2025 state assessment **or** the Case Benchmark end-of year assessment.
- 2.8 overall GPA in core subjects only (Math, ELA, Science and Social Studies)
- 85 or better final average in math for the 7th grade year
- *****Please note: If school is dismissed for any reason that is beyond our control (natural disaster, government issued closure due to COVID-19, etc.), only the nine week averages received by the student prior to the closure of the school will be used to determine the student's core GPA and final average for the 7th grade math course.*****

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:

- Student attendance reports will be run every 4.5 weeks at progress report time. The designated principal of Delta Charter School (Grades K-5: Mrs. Nicholson or Grades 6-12: Mr. Comeaux), or his/her designee, shall notify the parent or legal guardian of any student who has four (4) or more unexcused absences at that time. Delta Charter School shall attempt to provide verbal notification to a child's parents, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide a written notification.
- When the child has been absent from school for seven (7) unexcused days, the designated principal (Grades K-5: Mrs. Nicholson and Grades 6-12: Mr. Comeaux) will notify the SBLC committee and the student will be placed on the next SBLC meeting agenda. At this meeting, the parent will be informed of their legal responsibilities and the committee will discuss possible resolutions.
- After ten (10) unexcused absences, the designated principal (Grades K-5: Mrs. Nicholson and Grades 6-12: Mr. Comeaux) will refer the student to the Concordia Parish FINS office. The principal will also refer the student to the SBLC committee, and a meeting will be scheduled. At this meeting, the SBLC committee will provide options for student attendance recovery. Failure to complete attendance recovery will result in retention of student.
- A student may not miss more than ten (10) unexcused absences in a school year.
- If a student has an excessive number of unexcused 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: Mr. Comeaux) 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 the board. In order to do this, the parent/guardian must provide a written request to appear before the board to Mrs. Miller. This request must include a detailed written description of why the parent is appealing the SBLC committee's decision.
 - The board will hear the parent's appeal at the next regularly scheduled board meeting. Once the board hears the parent's appeal, they will render a written decision within seven (7) school days from the board meeting.

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 designated principal (Grades K-5: Mrs. Nicholson and Grades 6-12: Mr. Comeaux) who will review any documentation that the parent/guardian provides. The designated principal will grant guidance to ensure that a student's situation and the mandated seat requirements are met.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Delta Charter School 2020-2021 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