

2021-2022 Pupil Progression Plan

Local Education Agency:

Einstein Charter Schools

(Sherwood Forest Elementary, Village de l'Est Elementary,
Einstein Middle School, Sarah T. Reed High 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 (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.

First Grade Entrance and Screening Requirements

Students entering kindergarten will be administered the Kindergarten Entrance Assessment (KEA) as the readiness-screening instrument. The KEA provides scores for Math, Language and Pre-reading. The data from this assessment is used to plan instructional programs for each student.

Partial Attendance in Kindergarten

Students entering first grade without attending a full day public or private kindergarten for a full academic year shall be assessed using iSteep, Lexia, or other appropriate assessment measures. The screening instrument results shall be used to plan instructional programs for each student.

A student must attain Basic on the iSteep assessment. If the criteria indicates that he/she is not prepared for the first-grade curriculum, he/she will be referred to the SAT for final placement.

Full Year of Kindergarten

If the student has attended a public or private kindergarten for a full year with a minimum of 167 days of attendance or the equivalent:

The student shall meet multiple criteria that indicate readiness for first grade. The student must attain 95% to 97% accuracy, instructional level, on the end of year Kindergarten assessments, and demonstrate readiness for first grade reading as indicated on a standardized measure such as Kindergarten Entrance Assessment (KEA), iSteep, report card/progress, etc. Promotion will not rest solely on successful attainment of any one indicator but will include all criteria.

Students attempting to enroll in first grade from out of state, not meeting the kindergarten attendance requirement, shall be assessed using the same procedures outlined for in-state students who did not meet the kindergarten attendance requirement.

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.

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

Registration Requirements

All new registrants to Einstein Charter Schools are required to present to the front office/ registrar of the school:

- a copy of their official birth records;
- a transcript or official school report card from previous school. The principal assigns permanent placement based on pupil progress and/or through a developmentally appropriate examination process;
- the immunization records as required to comply with state law and the regulations of the city of New Orleans Health Department;
- a completed Home Language Survey form which is available at the school; and -a copy of LEAP scores for entry to grades 3rd-8th and LEAP 2025 for high school.
- proof of income for one full month (LAA 4)
- proof of residency (phone bill, electricity bill, rent agreement)
- student services questionnaire

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

- The Louisiana State Department of Education Student Standards shall serve as the foundation for pupil expectations for kindergarten. The student shall meet multiple criteria that indicate readiness for first grade that include attainment of kindergarten benchmarks, end of year kindergarten assessments, and readiness for first grade reading as indicated on a standardized measure such as KEA and iSteep. Promotion will not rest solely on successful attainment of any one indicator but will include all criteria.
- If the criteria indicate that he/she is not prepared for the first-grade curriculum, he/she will be referred to the SAT for a final placement decision.

Grades 1 and 2

The following criteria can be used to determine promotion for first and second grade students:

- Students must earn at least an average of a 67/D in English Language Arts (ELA), math, science, and social studies as a final grade.
- Students must meet end of the year readiness requirements as indicated on such measurements as iSteep and etc.

Procedures

The school must follow these procedures to determine whether students in grades 1 & 2 will be promoted at the end of the school year:

- Students who fail to earn at least an average of a 67/D in English Language Arts (ELA), Math, Science, and Social Studies as a final grade will be retained.
- Students who fail to attain or demonstrate achievement as indicated on a standardized measure after instituting the processes of RTI, but have met course-average requirements will be retained.
- The decision to retain a student remains with the school leader.

Grades 3, 5, 6, 7

The pupil shall attain at least the lowest “D” percentage in each of the promotional subjects of English Language Arts, Mathematics, Science, and Social Studies based on the required grade level benchmarks.

Students who fail one of the core academic subjects may attend an approved summer program (for the failed course) authorized by the principal or designee. Upon completion of the summer school course, the school, to determine proficiency, may administer an assessment and the SAT will make the final determination for promotion.

- The student must score at least the lowest “D” percentage on the summer school course to be promoted. The cost of the summer program will be at the expense of the parent for grades 1, 2, 3, 5, 6, and 7.

Grades 5-7 Requirements:

- Students placed on an individual academic improvement plan at the end of Grade 4 must continue to receive intervention supports until the student achieves “Basic” in the same core subjects that led to the development of their individual academic improvement plan.

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.

Grade 4 Requirements:

- Students who score below “Basic” in at least two core subjects (ELA, math, science, and social studies) at the end of Grade 4 must be placed on an individual academic improvement plan.
- The plan must:
 - o Address each core subject in which the student scored below “Basic”
 - o Include at least two approved intervention options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
 - o Be signed by the parent/legal guardian, following discussion of the plan
 - o Continue until the student achieves “Basic” in the core subjects that led to the development of the plan

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 Requirements:

- Students shall score at least “Basic” in either ELA or math and “Approaching Basic” in the other subject to be promoted to Grade 9; Bulletin 1566 provides for waivers as well as placement in transitional ninth grade in certain circumstances.
- The LEA determines appropriate placement in ninth grade or transitional ninth grade for students who transfer to the LEA from another state or country, 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.

Grade 8

The pupil shall attain at least the lowest "D" percentage in each of the promotional subjects of **English Language Arts, Mathematics, Science, and Social Studies** based on the required grade level benchmarks.

Students who fail one of the core academic subjects may attend an approved summer program (for the failed course) authorized by the principal or designee.

- Upon completion of the summer school course, the school to determine proficiency may administer an assessment and the SAT Team will make a final determination for promotion.

- The student must score at least the lowest “D” percentage on the summer school course to be promoted.

All 8th grade students who score below proficient on state assessments will be offered remediation in English language arts and/or mathematics.

Promotion for Pupils with Disabilities Participating in Regular LEAP: 8th

In accordance with procedures set forth by the LDOE, 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 on any assessment for 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)

Promotion for Pupils Participating in LEAP Connect ELA and Math, Alternate Assessment Level

1 Science:

- Pupils with significant cognitive impairments, whose IEP indicates they will not participate in the regular testing program, must participate in LEAP Alternative Assessment (LEAP Connect ELA and Math, LAA 1 Science).
- Participation in LEAP Connect is an IEP team decision using the LEAP Connect /LEAP Alternative Assessment Participation Criteria.
- Students with disabilities who participate in the LEAP Connect ELA and Math, Alternate Assessment, Level 1 (LAA 1) Science shall have promotion decisions determined by the IEP Team.

Promotional Subjects/Evaluation of Performance Grade 8

Evaluation of performance in each subject area includes the pupil's daily classroom performance, homework, teacher observation, checklists, inventories, portfolios, students’ self-assessments, rubrics and authentic assessments. All assessments will reflect Louisiana Student Standards.

Quarterly grades will be based upon school guidelines for specific requirements for grade 8.

The following grading category weights are to be followed:

- o 30% Daily Assignments (Do Now, Performance Tasks, Exit Tickets)
- o 40% Weekly Quizzes/Weekly Tests/Major Projects (teacher-made assessments)
- o 20% Quarterly Exams (interim/teacher-made quarterly exam)
- o 10% Daily Home practice and Class Participation

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

Progress Reports – Grades 8

All students must receive quarterly progress report forms. Progress reports must be issued halfway through each marking period (i.e. mid quarter). A *Student In Danger of Failing Form* must be completed by the teacher of record submitted to the SAT and signed by the parent for any student in danger of failing after second and third quarter report cards.

Examinations

Examinations are required during each quarter/marketing period in grade 8. Examinations will contain questions based upon the subject matter taught during the particular quarter/marketing period and address required course skills as listed in state content standards

Quarterly Assessment/Test: Grade 8

In grade 8, appropriate quarterly assessments/tests provided with the Tier I curricula are required in promotional subjects. Students take quarterly tests on grade level.

Special Education: Report Cards/Grading Procedures: Grade 8

- All special education pupils must receive quarterly Progress Report Forms.
- The format of Report Cards for exceptional pupils should be the same as report cards given to general education pupils.
- Grades must reflect the functioning level at which the grades were given
- Attendance will follow state policy.

The Student Assistance Team (SAT) shall review any cases of pupils to be retained and/or of pupils who are experiencing academic problems in grade 8 by the end of the second quarter. The SAT will develop a specific written Student Study Educational Plan defining an educational program developed for the pupil. This plan shall be different from the pupil's current educational program. Developmentally appropriate activities shall be included that are age, individually, and culturally appropriate. The Student Study Educational Plan shall be placed in the pupil's cumulative folder and a copy given to the pupil's parent(s). Retention shall not be used as the primary intervention prior to a special education referral.

Below grade level performance in English Language Arts and/or Mathematics does not automatically qualify a pupil for evaluation to determine special education eligibility. Prior to referrals, teachers and administrators shall accumulate documentation of all

efforts to provide an appropriate multi-sensory classroom and school site alternatives/modifications/ accommodations to meet the individual pupil's needs.

The principal and/or the SAT can make decisions about grade placement. The SAT may determine promotion or retention; all documentation must be completed and filed in the student's cumulative folder.

Student Assistance Team Review and Proposed Retention: Grade 8

The SAT or 504 Team shall consist of a committee of knowledgeable persons, per requirements of Section 504 of the Rehabilitation Act of 1973. The team must consist of at least three people.

The following persons serve on the SATeam:

- Principal or Designee
- Support and Appraisal Representative
- School Social Worker
- Parent (Every attempt should be made to invite and include the parent to attend)
- School Nurse
- Counselor
- Classroom Teacher
- Other Personnel as needed

NOTE: The principal or designee and the SAT chairperson/ 504 coordinator must be two of the three-person team needed to sign the 300 R Form which renders the SAT decision.

Per Act 833 of the 2014 Legislative Session, a student's Individualized Education Program (IEP) team shall determine promotion to the next grade level for any student with an exceptionality, as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality, who fails to meet the required achievement level necessary for promotion to the next grade on a test administered to students pursuant to this Section or policies adopted by the state board provided that the student meets certain criteria established by the Individualized Education.

Program team, relative to performance on the student's Individualized Education Program goals and objectives. If an Individualized Education Program team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, they must establish rigorous goals and an alternate pathway in accordance with LDE policies.

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 of 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.

Grading and Reporting Policies – Secondary (9-12)

Teachers will adhere to the following guidelines:

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are converted to alphabetical grades for placement on the official documents: Roll Book and PowerSchool (which will print onto report cards). Please see the grading scale for conversion of percentage to letter.

The following grading category weights are to be followed:

- o 40% Formative-quizzes, classwork, exit tickets
- o 30% Summative-Unit Assessments, Projects and Essays
- o 20% Quarterly Exam
- o 10 % Home Practice and Participation Minor Assignments

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

English

- The four **mandatory English** assessments must include:
- One or two cumulative reading and responding assessments
- One or two cumulative writing products (well-developed that demonstrate mastery of all steps of the entire writing process)
- Any assessments beyond the three mandatory are at the teacher's discretion.
- A minimum of four grades, every two weeks, per subject, must be entered into PowerTeacher.

For all other subjects:

- One of the 100-point assessments can be a project.

NOTE: Performance-based subjects, such as Band, Art, and Physical Education will be examined on a case-by-case basis.

- A. In determining quarter grades in the daily class register or electronic roll book, numbers must be used; however, the symbols A, B, C, D, and F are to be employed for recording grades in all subject areas at all levels for quarter and final grades.

B. The use of quality points is required in averaging these symbols. The following scale denotes the quality point scale values to be used for all classes:

Grade	Numerical Grade	Points	Honors	Advanced/Gifted	Point Range
A	100 - 93	4.0	4.4	5.0	3.5-4.0
B	92 - 85	3.0	3.3	4.0	2.5-3.4
C	84 - 75	2.0	2.2	3.0	1.5-2.4
D	74 - 67	1.0	1.1	2.0	1.0-1.4
F	66 - 0	0.0	0.0	0.0	Below 1.0

C. The process to remove incomplete grades must start upon a student’s return to school. The number of makeup days must correspond with the number of days missed. If student work is not made up within the required time frame, the student will be awarded a “0” unless extenuating circumstances can be documented.

D. A student shall have the right to make up all assignments and assessments, **excluding nine weeks/final exams**, for excused absences and unexcused absences. Upon a student’s return to school, he or she must submit verification for **approved** extenuating circumstances such as:

- original signed doctor excuses for student or student's child
- death in the family verified by death notice (immediate family)
- letters regarding religious holidays
- letter from the court system
- visitation with a parent who is a member of the United States Armed Forces or the National Guard and has been called to duty for or is on leave from overseas deployment. (Shall not exceed 5 days per school year.)

These documents shall be presented upon student’s first day of return to school to the appropriate school administrator to be classified as an excused day. Upon return to school, students will be given a specified amount of time to make up the work equal to the number of days the pupil was absent.

Students will be required to make up assignments and tests to receive those grades. It is up to the student to get the work from the teachers. If a student makes up work after the prescribed time limit, points will be deducted from the credits that would be earned, at the discretion of the principal and teachers.

E. A student **must take** a quarterly exam on the regularly scheduled exam date(s), unless there are extenuating circumstances, which must be approved by the Principal, CAO , and CEO. Vacations are **NEVER** considered extenuating circumstances. Extenuating circumstance include: death in the family, chronic illness, surgery, and hospital stay.

- F. Any student suspended shall receive half of credit earned for schoolwork missed while suspended. Upon return to school, students will be given a specified amount of time to make up the work equal to the number of days the pupil was suspended. It is up to the student to get the work from the teachers. If a student makes up work after the prescribed time limit, points will be deducted from the credits that would be earned, at the discretion of the principal and teachers.
- G. A suspended student shall have an opportunity to make up quarter exams and receive full credit.
- H. If the student has more than 5 days of unexcused absences, a SAT meeting will be held to determine the receipt of course credit. Parents/guardians will be encouraged to attend.

NOTE: If students are checked out of school during the day, the missed classes will be considered unexcused absences unless an original doctor's excuse is presented within five school

- I. Principals, or their designee, shall enforce the adopted examination procedures and review exams for adequate rigor.
- J. The principals and leadership team shall review the grading system and examination procedures on a yearly basis.
- K. Courses which have LEAP 2025, IBC's or CLEP test during the same semester. LEAP 2025, IBC, or CLEP test during the same semester.
- L. LEAP 2025 grade shall count as 20 percent of the final yearly grade. Students enrolled in a course for which there is a LEAP 2025 test must take the LEAP 2025 test.
- M. A student's final grades in both quarters are averaged together to determine a semester grade. LEAP 2025 courses score equivalent shall be 20 percent of the final grade.
- N. In computing the quarter average and/or the final average, a quality point of one, with corresponding average of **"absolute D"** is required as a passing mark.

Advanced Placement/Honors Information

All students are eligible to take an AP/Honors class, however it is highly recommended that students meet two of the three following criteria for entry into Honors or AP:

- A or B in prerequisite course or Advanced or Mastery in corresponding prerequisite state test
- Teacher recommendation
- Parent/Student Request

In order for AP courses to be given the added weight, students take the AP exam for that course.

- Students who do not take the AP exam will be subject to pay CollegeBoard a \$40 unused exam fee.
- Teachers must communicate the Advanced Placement policies including course weighting, AP exam expectations, and fee requirements in their syllabus, which is to be presented in the first week of school.

NOTE: Students enrolled in gifted classes will adhere to the uniform grading scale for regular courses unless specified by state policy as gifted point value.

NOTE: Students transferring from a school system which offers honors/advanced placement courses shall have the course grades converted to the Einstein Charter School System grade equivalent.

Early Exits/Final Exams

By local option, students who choose to leave school prior to the end of the academic school year may do so as their choice or option, but the district prohibits the administration of final exams prior to the end of the school year.

EXCEPTIONS:

- Physical illness or an injury that is acute or catastrophic in nature;
- Chronic illness that is acute;
- Protective custody; or
- Death in the immediate family (parents, siblings or grandparents.)

NOTE: Attendance is mandatory during nine weeks/final exam days. Exams can only be made up with a verified excuse.

Quarter/Final Grade Changes

- A. Work to be completed should be marked with a 0%. When work is made up, the teacher must enter the correct grade.
- B. Grade changes should be completed by the teacher and sent to the Principal for approval.
- C. Any grade change due to an error found after the last day of school must have the approval of the school principal. Grade change forms must be signed by the Principal.
- D. All grade change forms must be signed and submitted on the proper grade change form. Otherwise, the Power School Administrator will not correct the grade error.
- E. Before a grade change shall be considered after the last day of school, grades in the grade book shall be subject to administrative review.

Report Cards

Report cards will be issued quarterly. The issuance of report cards shall be governed by the following:

- A. **NO GRADES SHALL BE CHANGED** on any report card without the approval of the principal.
- B. **NO STUDENT** should be allowed to grade papers or copy grades for teachers when the grades become a part of their permanent record.
- C. **NO STUDENT** shall have access to other students' records or grades via computer or hard copy or otherwise that have become a part of their permanent record.

Honor Roll Requirements

Honor roll requirements shall be as follows:

- Grades 9-12 students must earn a 3.25 or above and receive no "D's" or "F's" in the average to receive Honor Roll recognition on report cards.

Support for students

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.

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.

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.

LEP/ELLS

LEP Identification

Students, who enter an Einstein Charter School for the first time, shall complete the Home Language Survey that identifies language minority pupils. Responses on the survey are used as a tool to identify students in need of screening. The completed survey will be retained in the student's cumulative folder and recorded in the LEA's student information system. (Reference Bulletin 1851).

Pupils who have been identified as Language Minority according to the Home Language Survey must be referred to a qualified staff member for assessment using an appropriate screener to determine English Language Proficiency.

The oral, writing, and reading portions of the English Language Proficiency Screener (ELPS) will be used to collect data needed to determine the level of English language proficiency for placement. Tests are administered by a certified ELL teacher or trained designee.

Placement

English language proficiency assessment results directly influence instructional placement. However, LEP students must be placed in an age-appropriate grade consistent with the district's policy for regular grade/general education placement. If there is a

discrepancy between the chronological age and the grade placement of the pupil based on records and/or screening, the pupil shall be placed in the grade level of his age-mates.

Student's schedule in high school will be determined on credits earned. A student's participation in grade level activities will be determined by the administrative team.)

Services

If a parent does not refuse services (via written notification) the limited English proficient student is placed in a comprehensive educational program that is designed and proven to provide instruction that leads to English language proficiency and academic achievement.

Depending on the student's English proficiency level, the English and content area programs may be concurrent or sequential but are not designed to segregate the LEP student beyond the extent necessary to achieve English Language Proficiency. Using integrated language and content instruction, SIOP, Sheltered Instruction, Louisiana Connectors for ELL's) allows LEP students to continue their academic development while acquiring English proficiency. When designing an individual plan of instruction for LEP students, teachers should use the English Language Learners' Accommodation Checklist to ensure equitable access to the curriculum Appendix U.

Schools provide services to LEP students through alternative language program instruction via highly qualified certified ESL teachers. The program provides intensive instruction in English through a variety of accepted educational models designed for second language acquisition such as:

- Total Physical Response (TPR)
- Sheltered English Instruction
- Content-Based English As a Second Language
- English As A Second Language
- Cognitive Academic Language Learning Approach (CALLA)

Monitoring

LEP students who have exited the specialized language program(s) must be monitored for two (2) years to ensure that students can meaningfully participate in the district's general education plan.

Former transitioned LEP students will be monitored by a certified ESL teacher, regular classroom teacher, school counselor/and or social worker. Their findings will be reported each grading period to ensure that these students are successful in the district's overall educational program.

Students who demonstrate the ability to meaningfully participate in the district's educational program do so with the general student population.

Students not able to participate meaningfully in the district’s educational program are assessed to determine the reason for participation deficiencies (i.e., previous English Language Learner (ELL) status, other academic deficits, special needs, social or cultural factors, etc.) and provided appropriate services based on the results of the assessment(s). Examples of measures that may be used to evaluate the success of the LEP student’s ability to meaningfully participate in the general programs are:

- Standardized tests including NRT and CRT
- Teacher observation measures and checklists
- Portfolios
- Grade point averages/report card grades
- Promotion/retention rate
- Quarterly exams
- Inclusion of LEP student in gifted and talented programs
- IEPs
- Parent feedback

Parents of transitioned LEP students who will need to be reclassified as limited English proficient and placed in a specialized language program will be notified of the reclassification and continued need for services in a language they can understand and informed of the type of additional language, academic, or tutorial services offered to the student.

Exiting LEP

A student meets the criteria for exiting LEP status as follows:

For grades K-2:

- Proficient (Level 4 or 5 in all tested domains) on the English Language Proficiency Test (ELPT); or
- In the same year at Proficient (Level 4 or 5 in all tested domains) on ELPT and at grade-level/benchmark/low-risk on a standardized reading assessment such as iSTEOP or KEA.

● For grades 3-8:

- Proficient (Level 4 or 5 in all tested domains) on the English Language Proficiency Test (ELPT)

● For grades 9-12:

- Proficient (Level 4 or 5 in all tested domains) on the English Language Proficiency Test (ELPT)

When a LEP student scores full English proficiency on the English Language Proficiency Test(ELPT) in all domains, the district is no longer required to provide a specialized

language program(s) or services. The students will retain LEP coding status in the Student Information System (SIS) until the criteria established in BESE Bulletin 111, Chapter 40 has been met.

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.

Placement Alternatives in Elementary/Middle Grades

At the discretion of the principal and teacher(s) after conferring with the parent(s), a pupil who is failing may be scheduled to alternative placement when, in the judgment of staff:

1. the pupil could progress to the point of being able to be promoted during the course of the coming year, or
2. when a pupil's age or size becomes detrimental to his successful progress in the current grade.

The following conditions merit consideration:

- A parent refuses special class placement for a pupil who is incapable of achieving grade standards.
- An over-aged pupil who is physically much larger than his classmates becomes socially or emotionally maladjusted.
- A foreign-born pupil and/or a pupil whose home language is other than English who has not broken the language barrier. No LEP pupil shall be retained solely on lack of English proficiency.
- A pupil who has been identified as dyslexic or attention deficit disorder/attention deficit hyperactive disorder.

The following action shall be taken:

- A case study is prepared containing pertinent data and information such as years retained, evidence of referral to the SATeam, documented results of following the recommendation(s) of that committee and physical handicaps, etc.
- An alternative strategy must be developed and used. For example, a pupil may be placed with a peer group, but may follow course work in classes or groupings of pupils with similar learning styles or pace at various times during the day.

- The principal and at least one teacher who have taught the pupil must sign the case study.
- To the extent possible, the case study should be concluded, and recommendations made by the end of the year in preparation for the next school year.
- The case study will be placed in the cumulative folder of the pupil. The grade advancement will be recorded as an alternative placement with remedial work to be offered as needed.
- The CEO will be notified by the principal, in writing, of the action taken.

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

In case of a discrepancy with student placement at the school site, the student and/or parent may make an appointment with the CEO or CAO to discuss the discrepancy.

Parents/guardians may request an appeal of a disputed grade through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

Under the request of a parent, a high school student who has failed due to an end of the quarter grade may request an appeal through the Curriculum Review Team, which consists of the teacher of record, the principal, counselor, and social worker. All final decisions must be documented and placed in the student's cumulative record.

- **Students with disabilities**
Students performing in the diploma track shall follow the guidelines set forth for the regular education students. The request for review of records for promotion is given to the Students Assistant Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after review of records, programming and assessment by the IEP team.
- **Section 504 students**
Section 504 students shall follow the guidelines set forth for the regular education students.

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.

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

Grading Scale for Regular Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

Coursework Grading Scale for Grades 1 – 8

Students take the quarterly test on grade level. Individual students' grades and averages are expressed as alphabetical grades.

Numerical grades are converted to alphabetical grades for placement on the official document: Roll Book and the Report Card according to the following scale. When session averages are calculated, the conversion table above is used to assign a letter grade.

Grading Students Identified as Needing Section 504/ADA

Pupils with characteristics of dyslexia who are served in multisensory structured language programs follow the same criteria for promotion as all other pupils in the District. Pupils do not have to receive instruction in both the basal and MSL programs. If a pupil is in a MSL program according to Bulletin 1903, grades are derived from that program in lieu of the basal program.

Supportive Reading and Mathematics Services: Middle Grades 7 and 8

Einstein Charter Schools implements the Mastery & Acceleration Tutorial Lab for Tier III, SPED, and ELL learners as well as pupils who have the need for reading and/or mathematics remediation/intervention due to failure in reading and/or mathematics must be programmed to a supportive reading and/or mathematics course(s) where appropriate, based on need.

Gifted or Talented Pupils

In grades Kindergarten through 8, report card grades for pupils assigned to gifted classes must reflect grade-level work, regardless of the teacher of instruction.

Any above grade level work shall be reported on the *Special Education Progress Report* form.

If the teacher of the gifted is the teacher of a subject area, he/she will determine the grade level grade to be given and report it to the regular education teacher of record for recording on the report card.

If both the teacher of the gifted and the regular education teacher teach the student the same subject area, the grade level grade shall be determined by averaging the two grades together (or a percentage based on the amount of time spent with each teacher).

Report card grades are not given for talented services in grades Kindergarten through 8.

Performance in the talented area is reported on the *Special Education Progress Report* Form

Grade Changes

The teacher of record is the only person authorized to change a student's grade. Grade changes must occur within 20 school days of the next semester from when the original grade was issued.

Administrators shall not attempt to directly or indirectly influence, alter, or otherwise affect the academic report card grade received by a pupil from his/her classroom teacher (R.S. 17:414.2.)

(See Appendix N: Official Grade Change Form).

Acceleration

Horizontal Enrichment

The possibilities that should first be explored for horizontal enrichment for academically oriented pupils include classroom groupings, honors/academically enhanced courses, classes for the gifted, and programs and schools for the academically/artistically talented.

- Einstein Middle School- Algebra I, Gifted services in general education classes
- Elementary Schools – Pull out and push in services for gifted education

Vertical Acceleration

Although vertical acceleration is not encouraged, it is acknowledged that in certain unusual cases, and for good reasons, acceleration may be in order. Alternatives such as horizontal enrichment must be explored before considering acceleration. Only students completing grades K-8 may be considered.

- Note that high stakes testing promotion criteria must still be used at grades 4 and 8.
- 3rd and 7th grade pupils for whom vertical acceleration is being considered may not be accelerated to 5th or 9th grade without having passed the 4th or 8th grade LEAP test.

The parent of the pupil for whom acceleration is requested must express the request in writing to the principal of the school on or before November 1st of the current year. The principal may initiate a request for acceleration when appropriate.

To be considered for acceleration, a pupil must be referred to the Student Assistance Team (SAT). Once the SAT verifies the appropriateness of the request for acceleration, the pupil must:

- have consistently demonstrated above average performance in all academic areas throughout the school year
- demonstrate appropriate mental, social, emotional, and physical maturity when assessed by a certified school psychologist or licensed psychologist
- pass a grade level promotional test, LEAP 360 with a score of at least 95% in each promotional subject area for a grade level that the pupil will be missing because of acceleration.

NOTE: The assessment will be incorporated into a written report including recommendations and signed by the certified school psychologist or licensed psychologist.

On the basis of information secured through the procedures described above, a recommendation will be made to the pupil's principal. The principal will decide whether or not the pupil is to be accelerated. The principal will advise the appropriate instructional personnel in writing of the decision.

Grades 9-12:

There are procedures for acceleration available to qualifying students in grades 9-12. These include:

- High School Credit for College Courses ([applies to students attending college part-time](#))
- It is possible for a pupil to be accelerated through obtaining high school credit for college courses. The pupil must make arrangements prior to the fact by obtaining
 - permission from the principal and must follow the other criteria prescribed in State Department of Education Bulletin 741.
 - [High School Credit for College Courses for Identified Gifted Pupils](#)
 - Pupils with fewer than 12 Carnegie units may earn high school credit for college courses only if they are identified gifted pupils and follow BESE Bulletin 741 standards 2.105.51 - 2.105.58.

Advanced Placement Courses

- Another avenue to be used for acceleration is the pursuit of Advanced Placement course work. Arrangements must be made prior to the fact with the principal, and the criteria prescribed by the College Board must be followed. (See Bulletin 741)
- The counselor must be consulted relative to individual programming, and it is also possible for students enrolled in AP courses to register for the College Board Advanced Placement Tests where criteria of the College Board are met and the counselor is consulted about adequate preparation; e.g., successful completion of advanced honors courses.

Distance Learning

Students may also earn Carnegie Units toward graduation through online or correspondence courses. All courses must be approved by the LDOE, OPSB and school administration. Students will be placed into distance learning courses dependent on availability and the needs of the individual student.

Gifted Students

According to the Louisiana Department of Education Pupil Appraisal Handbook, gifted children and youth are defined as those who possess demonstrated abilities that give evidence of high performance in academic and intellectual aptitude. The screening for potential gifted children involves the use of standardized measures and teacher ratings. Standardized norm-referenced test scores are used as well as the Modified Renzulli-Hartman Scale for rating superior pupils and pupils' work samples.

When a pupil is believed to be gifted, the parent, teacher, principal, or counselor may initiate a referral to the SATeam in accordance with standards set forth by the State Department of Education Pupil Appraisal Handbook.

Programs for the gifted/talented must locate and identify gifted/talented LEP pupils who could benefit from the program. (Refer to BESE Bulletin 1530, pg. 5)

Credit Recovery

- A. *Credit recovery* refers to instructional programs for students who have failed courses taken previously.
- B. LEAs may develop *credit recovery* programs which are self-paced, and competency based.
1. Students earning Carnegie credit in a *credit recovery* course must have previously taken and failed the course.
 2. Students shall not be required to meet attendance requirements for *credit recovery* courses.
 3. *Credit recovery* courses must be aligned with the state's content standards.
 4. *Credit recovery* courses taught in a classroom setting using computer software programs designed for *credit recovery* must be facilitated by a certified teacher.
 - a. Additional instruction to cover standards and grade-level expectations not included in the software programs shall be provided by a teacher properly certified in the content area.
 - b. Students will engage in a 5th period that will be facilitated afterschool in which Edmentum is utilized, alongside a certified teacher of record to monitor progress and success.
 - c. Credit recovery courses may be available online or during afterschool programming and can be scheduled at different times to suit the needs of the student.
 5. The end-of-course exam weight in a student's final grade determined by the LEA shall 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 their previous end-of-course exam score in lieu of participating in an additional administration of the exam.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7 and R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:2352 (November 2007), amended LR 38:3134 (December 2012), amended LR 39:2216 (August 2013), LR 39:3260 (December 2013)

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this **Einstein Charter Schools (Sherwood Forest Elementary, Village de l'Est Elementary, Einstein Middle School, Sarah T. Reed High School)** 2021-2022 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: October 21, 2021



Superintendent/CEO



Board President