

2022-2023 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_in mathematics, English language arts, science, and social studies_needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In March 2022, BESE approved, as a Notice of Intent, [revisions](#) to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

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

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

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I. Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

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

Grade 1

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

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

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

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

- Every child shall have attended at least a full-day public or non-public kindergarten for a full school year, or shall have satisfactorily passed an academic readiness screening administered by the school system prior to the time of enrollment for the first grade.
- Each school system shall establish the academic readiness level for its first grade based on criteria established by the system.
- Any child not able to meet kindergarten attendance requirements due to illness or extraordinary, extenuating circumstances shall be required to satisfactorily pass an academic

readiness screening administered by the school system prior to the time of enrollment for the first grade.

- Any child below the age of seven who legally enrolls in schools shall be subject to state laws regarding compulsory attendance and promotion requirements set by the school system.

Kindergarten 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.

First Grade Entrance and Screening Requirements

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

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), DIBELS, report card/progress, etc. Promotion will not rest solely on successful attainment of any one indicator, but will include all criteria.

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

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

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

Literacy Assessment

- Beginning with the 2022-2023 school year, each school system shall identify students in K-3 grades who score below grade-level on the literacy indicator.
- K - 2 students reading below grade level, will be required to attend Summer Reading Tutoring.
- The school shall notify the parents or legal custodian of student(s) in writing regarding the student's performance within 15 days of identification. Such notification shall:

- a. Provide information on activities that can be done at home as well as supports and interventions that will be provided by the school to support the student's literacy proficiency.
- b. Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update to the parent or legal custodian.
- c. Provide information about the importance of being able to read proficiently by the end of the third grade.

III. Promotion of students in grade 3

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

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

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

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.

Third Grade students reading below grade level shall be retained.

IV. Promotion of students in grade 4

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

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

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

the LEA in making final determinations relative to students' required individual academic plans.

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.

The pupil shall attain at least the lowest "D" 67 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.

Promotion of students in grades 5- 7

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

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 LDOE will provide to each LEA a roster of fifth - seventh grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

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.

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

Regular Grade 8 Promotion

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

Grade 8 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

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 support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic 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.

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

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.

Evaluation Of Performance for K - 8

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 K- 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.

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

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.

Progress Reports

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.

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.

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.

Special Education: Report Cards/Grading Procedures:

- 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.

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.

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.

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).

High school promotion and transition considerations

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

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

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

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

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

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

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.

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

NCAA Update

Nontraditional Courses

Courses include classes taught online or through blending 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 asynchronous instructive interaction, including emails, videoconferencing, online chats, phone call, 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.

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.

- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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)

GRADE LEVEL CLASSIFICATIONS	
GRADE	
9T	Any incoming 9th grade student who does not meet the 8th grade promotion requirements.
Freshman	Any incoming 9th grade students who meet the 8th grade promotion requirements
Sophomore	A student who has earned at least 5 Carnegie units, one of which must either be Non-remediation Level English(English I or Technical Writing), or a Non-Remediation Level Math (Algebra I, Financial Literacy, or Math Essentials).
Junior	A student who has earned at least 11 Carnegie units, four of which must be core subjects including both Algebra I and English I.
Senior	Any student who has earned at least 18 Carnegie units and completed all Junior level requirements. LHSAA regulations stipulate that athletes must be enrolled for at least 4 class periods/Carnegie units (senior/early dismissal).
<ul style="list-style-type: none"> ● In order for a student to be classified as a senior, he or she must have eighteen(18) units at the beginning of the school year. A student who expects to graduate and does not have 18 credits will <u>NOT</u> be classified as a senior. The student’s grade classification will be changed to a senior at the end of the year prior to graduation if the student has earned the number of units necessary. 	

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:

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)

Grade	Numerical Grade	Regular	Honors, Advanced, Gifted	Point Range
A	100 - 93	4.0	5.0	3.5-4.0
B	92 - 85	3.0	4.0	2.5-3.4
C	84 - 75	2.0	3.0	1.5-2.4
D	74 - 67	1.0	2.0	1.0-1.4
F	66 - 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 an 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.

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.

Progress Reports

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.

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.

Special Education: Report Cards/Grading Procedures:

- 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.

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 "I". 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 3.00 or above and receive no "D's" or "F's" in the average to receive Honor Roll recognition on report cards.

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.

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.

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.

Student Eligibility for Credit Recovery

All students in grades 9-12 who fail a course, with a grade of 66%F or below, that is required for graduation may be considered for enrollment in credit recovery. The credit recovery courses will allow students an opportunity to earn course credit by demonstrating mastery of content at the same level of rigor as the original course, consistent with the Louisiana State Department of Education State Standards.

Prior to a student enrolling in Credit Recovery, the following steps must be documented.

1. If a student is in danger of failing a course by the progress report period of any 9 weeks, the teacher of record must contact/notify the parent/guardian. The teacher of record must conduct a meeting with the parent advising them on the child's grade and the work needed to improve his/her grade. The teacher must also document all attempts and contact made to notify the parent.
2. The teacher of record must provide any intervention provided to the student that will assist in student progression to the Principal/school building leader. Students must be provided the necessary classroom and staff support as they work to pass the enrolled class(es) prior to being enrolled in a credit recovery class.
3. If it is determined that a student is eligible for Credit Recovery, the student will be enrolled in the appropriate class(es) during the Fall, Spring, or Summer sessions.
4. When a student is enrolled in a Credit Recovery class, the Counselor will develop the Credit Recovery Individualized Plan which will be approved by the School Leader for the student and notifies the parent/guardian. The Individualized Plan will consist of attendance, academic expectations, and check-ins with the Counselor.
5. The student's Credit Recovery Individualized Plan must be signed by the student and parent/guardian.
6. Students will need to complete 30 hours of work with a passing grade of 67% or higher to successfully complete credit recovery.

VI. Placement of transfer students

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

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

VII. Support for students

School year support

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

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

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

IX. 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 program 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 DIBELS 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.

X. 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.

XI. 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.

XII. Additional LEA policies related to student placement and promotion

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

XIII. 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)** 2022-2023 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: 09 / 15 / 2022



Superintendent



Board President