



Hynes Charter School Corporation
PUPIL PROGRESSION PLAN
2023-2024

BACKGROUND AND PURPOSE

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

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

BESE established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#).

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

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

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PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1

Kindergarten

Beginning with the 2021 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September 30th 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.

For a student who has not attended Kindergarten and seeks a 1st grade seat, the students must pass the readiness assessment. A certified teacher may administer one or more of the following assessments to determine placement: End of Year Kindergarten Assessment, DIBELS Nonsense Word Fluency (students must score 27 or higher), and Initial Sound Fluency (students must score 10 or higher).

Students are assigned to schools in the city-wide common enrollment system, the time of enrollment will be defined as the first school day after the student is registered.

If the student does not pass the academic readiness screening required for placement in the first grade, the Student Assistance Team will assign the student to kindergarten.

French Immersion

Any child applying to enter the French Immersion program in Grade 1 shall be required to meet the requirements outlined above and shall also pass the school-based French assessment administered by a French Immersion teacher and coordinated by appointment at the school site prior to placement by Enroll NOLA.

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.

The decision to promote or retain a student in grades Kindergarten, 1, 2, 5, 6, and 7 will be made in collaboration with parents, teachers, social worker, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendixes C and D for Documentation of Promotion/Retention.

Hynes Charter Schools will use the following criteria to determine the promotion of each student in grade Kindergarten, 1, 2, 5, 6, and 7:

- Students are promoted to the next grade level at the end of the school year maintaining a minimum of a 67 D average in each of the promotional subjects listed below.
- The promotional subjects for each grade level are:
 - Grade K: Benchmark on DIBELS End of Year Assessment and Roots Reading Assessment, and 75% mastery of Language Arts, Math and Social Development on the final (4th quarter) report card.
 - Grades 1-2: Reading (SFA), Language Arts, Mathematics.
 - Grades 5/6: Reading (SFA), Language Arts, Mathematics, Science, and Social Studies
 - Grades 6 and 7: English Language Arts (LDOE Guidebooks), Mathematics, Science, and Social Studies

The Hynes Student Assistance Team (SAT) will review student progress to decide student promotion.

Hynes Charter Schools, through its Principal and SAT, may grant a waiver to assign a student to the next grade who otherwise meets a school's promotional standards (including coursework and proficient scores on state assessments), but has an excessive number of unexcused absences.

French Immersion

Students enrolled in Grades Kindergarten, 1, 2, and 5 French Immersion shall meet the performance criteria listed for the appropriate level as measured by the promotional subjects. Students in French Immersion will also receive a progress-only grade in French language, speaking, writing, and listening. This grade will not impact grade point average of promotional subjects.

PROMOTION FOR 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.

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

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

The decision to promote or retain a student in 3rd grade will be made in collaboration with parents, teachers, social worker, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendixes C and D for Documentation of Promotion/Retention.

Hynes Charter Schools will use the following criteria to determine the promotion of each student in 3rd grade.

- Students are promoted to the next grade level at the end of the school year by maintaining a minimum of a 67 D average in each of the promotional subjects listed below.
- The promotional subjects for 3rd grade are:
 - Grade 3: Reading (SFA), Language Arts, Mathematics, Science, and Social Studies

The Hynes Student Assistance Team (SAT) will review student progress to determine student promotion.

Hynes Charter Schools, through the Student Assistance Team (SAT), may grant a waiver to assign a student to the next grade who otherwise meets a school's promotional standards (including coursework and proficient scores on state assessments) but has an excessive number of unexcused absences.

French Immersion

Students who are enrolled in Grade 3 French Immersion shall meet the performance criteria listed for the appropriate grade level as measured by the promotional subjects. Students in Immersion will also receive a progress-only grade in French language, speaking, writing, and listening. This grade will not impact grade point average of promotional subjects.

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.

- 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.

The decision to promote or retain a student in 4th grade will be made in collaboration with parents, teachers, social worker, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendixes C and D for Documentation of Promotion/Retention.

Hynes Charter Schools will use the following criteria to determine the promotion of each student in 4th grade.

- Students are promoted to the next grade level at the end of the school year by maintaining a minimum of a 67 D average in each of the promotional subjects listed below.
- The promotional subjects for 4th grade are:
 - Grade 4: Reading (SFA), Language Arts, Mathematics, Science, and Social Studies

The Hynes Student Assistance Team (SAT) will review student progress to determine student promotion.

Hynes Charter Schools, through the Student Assistance Team (SAT), may grant a waiver to assign a student to the next grade who otherwise meets a school's promotional standards (including coursework and proficient scores on state assessments) but has an excessive number of unexcused absences.

French Immersion

Students who are enrolled in Grade 4 French Immersion shall meet the performance criteria listed for the appropriate grade level as measured by the promotional subjects. Students in Immersion will also receive a progress-only grade in French language, speaking, writing, and listening. This grade will not impact grade point average of promotional subjects.

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.

Students who meet promotional criteria for Hynes, but fall short of the LEAP promotional requirement, will be transitioned to high school as T9. Hynes will follow state guidance for regular grade eight promotion, grade eight promotion waiver, and transitional ninth grade placement determination.

Grade 8 Promotion Waivers

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

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

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

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

The decision to promote or retain a student in 8th grade will be made in collaboration with parents, teachers, social worker, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendixes C and D for Documentation of Promotion/Retention.

Hynes Charter Schools will use the following criteria to determine the promotion of each student in 8th grade.

- Students are promoted to the next grade level at the end of the school year by maintaining a minimum of a 67 D average in each of the promotional subjects listed below.
- The promotional subjects for 8th grade are:
 - Grade 8: Reading (SFA), Language Arts, Mathematics, Science, and Social Studies

The Hynes Student Assistance Team (SAT) will review student progress to determine student promotion.

Hynes Charter Schools, through the Student Assistance Team (SAT), may grant a waiver to assign a student to the next grade who otherwise meets a school's promotional standards (including coursework and proficient scores on state assessments) but has an excessive number of unexcused absences.

French Immersion

Students who are enrolled in Grade 4 French Immersion shall meet the performance criteria listed for the appropriate grade level as measured by the promotional subjects. Students in Immersion will also receive a progress-only grade in French language, speaking, writing, and listening. This grade will not impact grade point average of promotional subjects.

8th grade students who have not met the acceptable level of performance may be retained or promoted. Each student shall be provided with an individual academic improvement plan (see Appendixes A&B)

By the end of 8th grade, every student (with the assistance of his parent or legal custodian and social worker or IEP (Individual Education Plan) team (when applicable) shall begin to develop an Individual Graduation Plan (IGP). See Appendix E Individual Graduation Plan (IGP).

High School Promotion and Transition Considerations

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

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

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

- Complete the FAFSA; or

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

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

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

Credit Recovery Courses and Units:

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

the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

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

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

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

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

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

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

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

Credit Recovery Programs.

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

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

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

Information for School Administrators

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

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

N/A Hynes does not offer grades 9-12.

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.

French Immersion is an open admissions program offered at Hynes Schools beginning in Kindergarten. Admission into the French Immersion program is made through the city-wide enrollment system.

For a student seeking a transfer for French Immersion grades 1-5, the student should meet the eligibility requirements of placement and perform favorably on the school-based French proficiency

assessment. The French proficiency assessment is to ensure student success in an immersion setting.

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 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.

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.

LITERACY SUPPORT STANDARD FOR GRADES 3 AND 4

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

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.

- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the Student Assistance Team (SAT) may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

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.

Hynes establishes and monitors compliance with civil rights requirements for students with disabilities through our grant management and compliance monitoring procedures, established in consultation

with obligations for Hynes Schools receiving IDEA funds. All Hynes Schools, regardless of their IDEA funding, are required to comply with all district monitoring requirements.

Hynes establishes and monitors compliance with civil rights requirements for English Learners through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAs receiving Title III funds. All LEA schools, whether they benefit directly from Title III funds or not, are required to comply with all district monitoring requirements.

Hynes establishes and monitors compliance with civil rights requirements for students experiencing homelessness through our grant management and compliance monitoring procedures, established in consultation with obligations for LEAs receiving Title IIA and McKinney-Vento funds. All LEA schools, whether they benefit directly from Title IIA and McKinney-Vento or not, are required to comply with all district monitoring requirements.

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.

Hynes does not include any alternative school sites. Students in secure-care facilities are automatically enrolled in the district's alternative education programs operating in the Youth Student Center and Orleans Justice Center.

Students in Hynes Schools interested in attending alternative schools/programs within the parish (or Type 2 charter programs in surrounding parishes) may enroll in such programs via the city-wide enrollment system.

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.

Students Enrolled in General Education

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

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

French Immersion

Placement in the French Immersion program is made through the city-wide enrollment office. Therefore, any change to this placement must be made by a Student Assistance Team or IEP Team decision and is based on student data and performance. Change in program is also based upon availability of a seat or change in program or school made through the city-wide enrollment office.

Students with Disabilities

Students performing in the diploma track shall follow the guidelines set forth for the general education students. The request for review of records for promotion is given to the Student Assistance Team. This team consists of persons who have knowledge of the exceptionality and the students' programming. The decision is made after a review of records, programming, and assessment by the team.

Students with a 504 Plan

Students with a Section 504 Plan shall follow the guidelines set forth for the general education students.

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.

Hynes Charter Schools will use the following uniform grading system for students. Kindergarten students will receive a quarterly, standards-based report card graded using the scale below. Students enrolled in grades 1-8 will receive report cards generated from PowerSchool with numerical grades.

Kindergarten Standards Based Grading Scale	
3	Met expectation
2	Progressed toward expectation
1	Has not yet met expectation
Grades 1-8 Grading Scale	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0
Citizenship Grading Scale	
O = Outstanding	100-90

S = Satisfactory	89-80
N = Needs Improvement	79-70
U = Unsatisfactory	69 and Below
<p>Student grades and averages are expressed as numerical grades that are in percentages. Numerical grades are recorded on official documents: Cumulative folders, transcripts, and in the student information system (SIS). Report cards for grades 1-8 are generated from the SIS. All quarterly grades in promotional subjects are comprised of a minimum of nine grades. The grades are classified and weighted as formative, summative, or exam. The final average for each subject is calculated by averaging the four quarterly grades.</p>	

The weights below apply to the following subjects: Mathematics, ELA, Science (grades 3 – 8), and Social Studies (grades 3 – 8).

Formative Assessment	Summative Assessments	Quarterly Assessments
35% Examples: homework (1), small projects, and quizzes	45% Examples: tests, mid-module tests, end of module tests, and major projects	20% Examples: quarterly exam or final quarterly project
The number of formative and summative assessments should be approximately equal.		One per quarter

The weights below apply to **SFA Reading** only.

Component	Assessments	Weight
Roots	Fluency (2)	15%
	Read and Respond	10%
	Participation	5%
	Words Out Loud	35%
	Story Test/Fast Track Phonics	35%
Wings	Fluency	20%
	Read and Respond	20%
	Comprehension / Word Power	60%

For **second grade**, Science and Social Studies are taught and assessed, but are not promotional subjects. Therefore, Science and Social Studies grades for second grade are not averaged in the GPA. Four or more grades per subject are averaged to provide quarterly feedback.

The lowest grade entered in PowerSchool is a 60. If a student receives a grade lower than a 60, the actual grade is recorded in the paper grade book, and a 60 is recorded in PowerSchool. For missed work, teachers, students, and parents/guardians should work together to ensure students submit work or projects to avoid receiving a 60 (zero.)

Upon returning from an absence, a student has the same number of days as the absence to make up for missed work for full credit. It is the student's responsibility to obtain any makeup work and assignments from his/her teacher. Extra credit may be offered at the teacher's discretion.

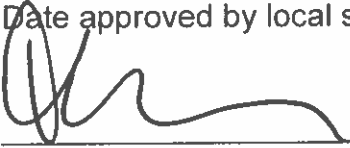
Special Education: Report Cards/Grading Procedures

All diverse learners with an Individualized Education Plan (IEP) will receive a quarterly Progress Report. Report cards for diverse learners will typically be the same as report cards issued to general education students. Grades must reflect the functioning level on which the grades were given except for Gifted/Talented students. In lieu of receiving a typical report card, students with low incidence disabilities will receive a quarterly progress report indicating progress toward annual his/her IEP goals.

LEA ASSURANCES AND SUBMISSION INFORMATION


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

Date approved by local school board or governing authority:



Superintendent

8 / 7 / 2023
Date



Board President

08 / 07 / 2023
Date

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
Check the boxes below for each selected intervention and populate requested information.	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

*Attach additional pages as necessary.

School Administrator Signature:	Date:
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_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- High-quality curriculum: Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- Highly-effective teacher: Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- Additional in-school support: Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- Summer program: Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent/Legal Guardian Initial	Parent/Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

School System Promotion Policy per Pupil Progression Plan: (LEAs insert here)

LEA Name:	Date:
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Student Name:	Grade:
Parent/Legal Guardian Name:	
School/Parish Name:	

Select at least two or more options from the intervention list below:

- High-quality curriculum
- Highly-effective teacher
- Additional in-school support
- Summer program

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:	
Parent/Legal Guardian Signature:	Date:
School Administrator Signature:	Date:

School:		Date:
Student Name:		Student ID#:
Grade:	DOB:	Enrollment Date:
Referring Teacher (s):		
Has a 300R been submitted to the SATeam? <input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Referral:

This is official parent/guardian notification that the above named student is in <i>danger of being retained</i> due to:						
<input type="checkbox"/> Not meeting state attendance requirements				<input type="checkbox"/> Not meeting the following course(s) or grade academic requirements		
Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total	Grade Level & Subject (K-8)
Days Present						
Days Absent						
Days Tardy						

Improvement Action Plan:			
Area of Concern	School's Responsibility <small>List of intervention to be provided by the school personnel.</small>	Student Responsibility <small>List of recommended actions communicated to the student.</small>	Parent/Guardian's Responsibility <small>List of recommended actions communicated to the parent.</small>
1.			
2.			
3.			
4.			

SATeam Chairperson Signature:	Date: ___/___/___
Principal Signature:	Date: ___/___/___
Parent/Guardian Signature:	Date: ___/___/___
Teacher Signature:	Date: ___/___/___
	Date: ___/___/___

TO BE COMPLETED BY SATeam

Student Name:	DOB:
School: <input type="checkbox"/> Lakeview <input type="checkbox"/> UNO <input type="checkbox"/> Parkview	ID #:
Homeroom Teacher:	Grade:

<input type="checkbox"/> MINIMUM STATE ATTENDANCE REQUIREMENTS NOT MET
<input type="checkbox"/> STUDENT PERFORMANCE DID NOT MEET MINIMUM STATE CRITERIA IN THE FOLLOWING COURSES/SUBJECTS:

The following areas have been reviewed to determine whether to promote or retain the student:	
<input type="checkbox"/> Current 3 rd or 4 th grade student who scored below grade-level on the end-of-the-year Acadience (state-approved literacy assessment)	<input type="checkbox"/> Student attendance
<input type="checkbox"/> Chronological age	<input type="checkbox"/> Emotional/behavioral concerns
<input type="checkbox"/> Level of maturity	<input type="checkbox"/> Participation in remedial programs
<input type="checkbox"/> Adaptive behavior	<input type="checkbox"/> Level of family involvement
<input type="checkbox"/> Previous test scores	<input type="checkbox"/> Peer interaction
<input type="checkbox"/> Class participation	<input type="checkbox"/> English language proficiency level
<input type="checkbox"/> Student progress	<input type="checkbox"/> Other:

After reviewing documentation on the above named student, the decision of the SATeam is to:	
<input type="checkbox"/> PROMOTE the student to grade:	<input type="checkbox"/> RECOMMEND the student to SUMMER SCHOOL
<input type="checkbox"/> RETAIN the student in grade:	<input type="checkbox"/> Other:
<input type="checkbox"/> ASSIGN (place) the student to grade:	

Additional interventions recommended by the SATeam for the NEXT school year:

SATeam Chairperson Signature:	Date: ___/___/___
Principal Signature:	Date: ___/___/___
Parent/Guardian Signature:	Date: ___/___/___
Teacher Signature:	Date: ___/___/___
	Date: ___/___/___

The process related to this document is to be completed prior to the last day of school and again after summer school if the student's promotion is dependent upon the attendance of summer school.

BASIC INFORMATION		
Name:	9th Grade Entry Date:	<input type="checkbox"/> Academic Support Plan Attached
High School Attending:	Originating Middle School:	

EDUCATION GOALS		
Diploma Pathway	<input type="checkbox"/> TOPS University Diploma	<input type="checkbox"/> Jump Start TOPS Tech (Career) Diploma
Diploma Endorsements	<input type="checkbox"/> Community Service Diploma Endorsement	<input type="checkbox"/> State Seal of Biliteracy <input type="checkbox"/> STEM Diploma Endorsement
Financial Aid & Scholarships	<input type="checkbox"/> TOPS Honors <input type="checkbox"/> TOPS Performance <input type="checkbox"/> TOPS Opportunity <input type="checkbox"/> TOPS Tech Early Start <input type="checkbox"/> TOPS Tech Financial Aid: Completion Date: _____	

COLLEGE & CAREER GOALS		
Career Specialty/Occupation (Option 1):	Career Specialty/Occupation (Option 2):	
Career Cluster* (Option 1): -	Career Cluster* (Option 2): -	
Jump Start Graduation Pathway: Choose one	Jump Start Graduation Pathway: Choose one	
Post-High School Workforce Plans: <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Military <input type="checkbox"/> Employment	Certifications: <input type="checkbox"/> Statewide <input type="checkbox"/> Regional <input type="checkbox"/> Complementary	

COURSE PLANNING									
Subjects	6th-8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English						4			
Mathematics						4			
Science									
Social Science									
Health						.5			
Physical Education						1.5			
World Languages									
Arts									
Electives/CTE									
Electives									
Credit Totals									

EXTRACURRICULAR & EMPLOYMENT ACTIVITIES						
Extracurricular						Awards/Industry-Based Certifications
Employment						
Community Service						

ASSESSMENTS						
Academic						Personal
						Instrument Scores/Notes
College & Career Readiness					ACT	ACT Engage
					WorkKeys	ASVAB
LEAP 2025	English	English I	English II		US History	Skills Inventory
	Math	Algebra I	Geometry			Career Interest
	Science		Biology			Learning Styles
	Social Studies					ONET Profiler
Diagnostic						

Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses			
Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit

SIGNATURE APPROVALS							Dates LWC data provided:			
	6th-8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date
Student										
Parent										
Counselor/Advisor										

Graduation Requirements for Entering Freshmen 2014-2015 and Beyond

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	One of the following: English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	One of the following: English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	One of the following: English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE-AS (Honors), or Literature in English Part 1: Cambridge AICE-AS (Honors)	2	The remaining units shall come from the following: Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE - AS (Honors), Literature in English Part 1AICE - AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE - AS (Honors), Literature in English Part 2: Cambridge AICE - AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	One of the following: English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE-AS (Honors), or Literature in English Part 2: Cambridge AICE-AS (Honors)		
NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.				
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 <i>(The elective course Algebra I-Part 1 is a prerequisite.)</i>
	1	Geometry	3	The remaining units shall come from the following: Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math-Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE, Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra II and shall count as three math credits, Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE-AS (Honors), Math 1 (Pure Math): Cambridge AICE-AS (Honors), Math 2 (Part 1): Cambridge AICE-A Level (Honors), or Math 2 (Part 2): Cambridge AICE-A Level (Honors)
	1	Algebra II		
	1	One of the following: Algebra III, Advanced Math-Functions and Statistics, Advanced Math-Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math-Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE-AS (Honors), Math 2 (Part 1): Cambridge AICE-A Level (Honors), or Math 2 (Part 2): Cambridge AICE-A Level (Honors)		
NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.				
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	One of the following: Chemistry I, Physical Science, Earth Science, Agriscience II*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE-AS (Honors), Chemistry II: AICE-AS (Honors), or Physics II: Cambridge AICE-AS (Honors)
	2	Two units chosen from the following: (a) Earth Science; (b) one of Environmental Science, Environmental Awareness; (c) one of Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience II*; (e) one of Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE-AS (Honors); (f) one of AP Environmental Science, IB Environmental Systems; (g) one of Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) one of AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE-AS (Honors); (i) one of Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE-AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I	1	One of the following: U.S. History, AP U.S. History, or IB History of the Americas I
	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	One of the following: Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	Two units chosen from the following: (a) one of European History, AP European History, Western Civilization, or History (European): Cambridge AICE-AS (Honors); (b) one of World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE-AS (Honors); (c) one of World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE-AS (Honors); (d) History of Religion; (e) one of IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE-AS (Honors); (f) AP Psychology, History of Religion, or African American history*		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.				
World Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	

Refer to [Bulletin 741](#) and the [LDOE Graduation Requirements](#) page the most current information.

*African American History is pending final approval through the notice of intent process.

See the [African American History course guidance](#) for specifics on this new course.