



**Hynes Charter School Corporation**  
**PUPIL PROGRESSION PLAN**  
**2024-2025**

**Local Education Agency:**

**Hynes Charter School Corporation**

**Network Schools:**

**Hynes Charter School - Lakeview**

**Hynes Charter School - University of New Orleans**

**Hynes Charter School - Parkview**

## **BACKGROUND AND PURPOSE**

Louisiana state law (R.S. 17:24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program, and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

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

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

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

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

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## **I. PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1**

### **Kindergarten**

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

### **Grade 1**

Any child admitted to Kindergarten pursuant R.S. 17:151.3 (D) 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 regarding 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 1<sup>st</sup> grade seat, the student must pass the readiness assessment. One or more of the following assessments will be used to determine placement: the End of Year Kindergarten Assessment, DIBELS Nonsense Word Fluency, and Initial Sound Fluency.

Students are assigned to schools in the city-wide common enrollment system. 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. If a Kindergarten seat is unavailable, the student will be referred back to the common enrollment system for placement in a school with an available seat.

#### **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 NOLA-PS Common Enrollment System (NCAP).

## II. PROMOTION AND RETENTION OF STUDENTS IN GRADES K, 1, 2, 3, 4, 5, 6, AND 7

### Promotion for students in Kindergarten and grades K, 1, 2, 4, and 5

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. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in Section V. Support for Students.

*In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4 and 5.*

Hynes Charter Schools will use the following criteria to determine the promotion of each student in grades Kindergarten, 1, 2, 4 and 5:

- Students are promoted to the next grade level at the end of the school year if their final average is a 60 D or higher 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; Roots Reading Assessment; and 75% mastery of Language Arts, Math, and Social Development on the final (4th quarter) report card.
  - Grades 1 and 2: Reading, Language Arts, and Mathematics.
  - Grades 4 and 5: Reading, Language Arts, Mathematics, Science, and Social Studies

The decision to retain a student in grades Kindergarten, 1, 2, 4, and 5 will be made in collaboration with parents, teachers, social workers, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendices C and D for Documentation of Promotion/Retention.

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, 4, 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 the grade point average of promotional subjects.

### Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, 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.

Retention will be considered for a student scoring at the lowest achievement level (Red only) on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student who scores at the lowest achievement level (Red only) after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which promotion was determined.
- Students promoted for good cause shall be provided with an expanded academic support plan (see Section V. Support for Students).
- Students retained in third grade pursuant to this requirement shall be provided with an expanded academic support plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

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 plans.

- The decision to retain a student as a result of their failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" 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 grade 3.***

Hynes Charter Schools will follow the 3<sup>rd</sup> grade promotional guidance from LDOE to determine the promotion of each student in 3<sup>rd</sup> grade.

Students are promoted to the next grade level at the end of the school year if their final average is a 60 D or higher in each of the promotional subjects listed below.

- The promotional subjects for 3<sup>rd</sup> grade are:
  - Grade 3: Reading, Language Arts, Mathematics, Science, and Social Studies

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

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 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 the grade point average of promotional subjects.

### **Promotion of students in grades 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 any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.***

Hynes Charter Schools will use the following criteria to determine the promotion of each student in grades 6 and 7:

- Students are promoted to the next grade level at the end of the school year if their final average is a 60 D or higher in each of the promotional subjects listed below.
- The promotional subjects for each grade level are
  - Grades 6 and 7: English Language Arts, Mathematics, Science, and Social Studies

The decision to retain a student in grade 6 and 7 will be made in collaboration with parents, teachers, social workers, and administrators after careful consideration of all available data. The final recommendation, however, lies with the school. See Appendices C and D for Documentation of Promotion/Retention.



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

### **III. 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.

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

- Students are promoted to the next grade level at the end of the school year if their final average is a 60 D or higher in each of the promotional subjects listed below.
- The promotional subjects for 8<sup>th</sup> grade are:
  - Reading , Language Arts, Mathematics, Science, and Social Studies.

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

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.

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 Appendices A and 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).



## 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.

Students who meet Hynes promotional criteria, but do not meet 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.

## Transitional 9<sup>th</sup> 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 support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

### **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:** The linked memorandum outlines the updated FAFSA policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the Free Application for Federal Student Aid (FAFSA) application. This policy change will be effective starting with the graduation cohort of 2024-2025 and does not remove the requirement of local education agencies (LEAs) to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems. Please contact [ldefinancialaid@la.gov](mailto:ldefinancialaid@la.gov) with questions.

**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](https://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.

## **IV. 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 support 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 two 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 into French Immersion in grades 1-5, the student should meet the eligibility requirements of placement on the school-based French proficiency assessment. The French proficiency assessment ensures student success in an Immersion setting.

## **V. SUPPORT FOR STUDENTS**

### **Uniform Grading Policy**

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used.

<b>Grading Scale for Regular Course</b>	
<b>Grade</b>	<b>Percentage</b>
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0
*The lowest grade recorded will be a 50.	

## **School Year Support**

Each LEA shall identify students in Kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in Kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and individual numeracy improvement plan pursuant to R.S. 17:24.10.

The Department may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

## **Summer Remediation**

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *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.

## **VI. LITERACY 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 support 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 as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

## **VI. PROMOTION AND PLACEMENT OF CERTAIN STUDENT POPULATIONS**

### **Students with Disabilities**

- Students with disabilities attending summer remediation shall receive special support 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*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

### **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 - Statewide Assessment Standards and Practices*. 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.
- Decisions regarding promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566 §701*.

***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.

## **VIII. 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 - Louisiana Handbook for School Administrators*, §2903 and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

***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.

#### **IX. 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. Program changes are also based upon availability of a seat or change in program or school made through the city-wide enrollment office.

### **French Immersion**

Students 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 the grade point average of promotional subjects.

### **Students with Disabilities**

Students on 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. The Student Assistance Team convenes the IEP Team. The decision to promote or retain is made by the IEP Team after a review of records, programming, and assessments.

### **Students with a 504 Plan**

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

## **X. 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.***

*Ex. Determination of Valedictorian*

*Homework policy*

*Minimum number of classes for a graduating senior*

*Summer school credit*

Hynes Charter Schools will use a 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

Fully meets learning standard

2	Partially meets learning standard	
1	Minimally meets learning standard	
0	Does not meet learning standard, requires significant support at this time	
N/A	Skill not assessed during this quarter	
Uniform Grading Policy Grades 1-8 Grading Scale		
Grade	Percentage	
A	100-90	
B	89-80	
C	79-70	
D	69-60	
F	59-0	
Citizenship Grading Scale		
O = Outstanding	100-90	
S = Satisfactory	89-80	
N = Needs Improvement	79-70	
U = Unsatisfactory	69 and Below	
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.		
Hynes Schools do not have a Valedictorian.		
Hynes Schools do not accept summer school credit for coursework.		
The weights below apply to the following subjects: Mathematics (grades 1 – 8) ELA (grades 1 – 8) Science (grades 3 – 8) 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 Reading for grades 1-5.		
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 these subjects are not promotional. Therefore, Science and Social Studies grades for second grade are not averaged in the final GPA. Four or more grades per subject are averaged to provide quarterly feedback in science and social studies.

The lowest grade entered in PowerSchool is a 50. If a student receives a grade lower than a 50, the actual grade is recorded in the paper grade book, and a 50 is recorded in PowerSchool. For missed work, students and parents/guardians should work with the teacher to ensure students submit work or projects to avoid receiving a 50 (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 their teacher. Extra credit may be offered at the teacher's discretion.

#### Special Education: Report Cards/Grading Procedures

All 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. Report cards must reflect the functioning level on which the grades were given except for Gifted/Talented students.



**XI. LEA ASSURANCES AND SUBMISSION INFORMATION**

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

Hynes Charter School Corporation

**2024-2025 Pupil Progression Plan** has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

Superintendent	Board President

## XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

**Hynes Charter School Corporation**

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**2024-2025 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:

Sept. 23, 2024

Michelle B. Douglas, EdD  
Superintendent

  
Board President