



Hynes Charter School Corporation
PUPIL PROGRESSION PLAN
2025-2026

Local Education Agency:

Hynes Charter School Corporation

Network Schools:

Hynes Charter School - Lakeview

Hynes Charter School - University of New Orleans

Hynes Charter School - Parkview

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

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BACKGROUND AND PURPOSE

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) 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 PPP 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.

[RS 17:24.4](#) 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 purpose of this document is to assist LEAs in developing their required PPP 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 the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the 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.

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PLACEMENT OF STUDENTS IN KINDERGARTEN AND GRADE 1

Kindergarten

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 through eighteen shall send their 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 these provisions.

Grade 1

Any child admitted to kindergarten pursuant to 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 30th 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 enrollment in 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 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.

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.

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.

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).

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

Hynes Charter Schools, through its Principal and 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 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 PPP. 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 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 still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she 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 the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required 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 PPP.
- 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.

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 3rd grade are:
 - Grade 3: Reading, Language Arts, Mathematics, Science, and Social Studies

The decision to retain a student in 3rd 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.

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 PPP. 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.

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.

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 8th 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 8th grade are:
 - Reading, Language Arts, Mathematics, Science, and Social Studies.

The decision to promote or retain a student in 8th 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.

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.

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).

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 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan

outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic 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 [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/postsecondary plan.

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of 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.

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 PPP submitted to LDOE.
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 LDOE 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 course. 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 a 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.

Credit recovery programs

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

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

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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 a 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 state law.

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

French Immersion is an open admissions program offered at two Hynes Schools (Hynes Lakeview and Hynes UNO) 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.

SUPPORT FOR STUDENTS

Uniform grading policy

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

Grading Scale for Regular Courses	
Grade	Percentage
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 LDOE, 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 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 the individual numeracy improvement plan pursuant to R.S. 17:24.10.

LDOE 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.

LITERACY SUPPORT STANDARDS FOR GRADES K-3

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, including high-dosage tutoring, 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.

COURSE CHOICE

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student's course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student's chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students' educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.

Priorities:

- Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
- Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
- Students seeking access to TOPS aligned college credit;
- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
- Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
- Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
- Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

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 the 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.

LOUISIANA GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child's education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:

- The student must be a resident of Louisiana and meet at least one of the following:
- The student participated in the Louisiana Scholarship Program for the previous school year.
- The student is entering kindergarten.
- The student was enrolled in a public school for the previous school year.
- The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.

A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:

- enrolls full-time in a public school;
- ceases to be a resident of Louisiana;
- is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
- graduates or withdraws from high school;
- the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

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.

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 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.

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 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 a report card 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

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. Outside of Reading, all promotional grades are classified and weighted as formative, summative, or exam. Reading grades are divided into the different categories listed below. The final average for each subject is calculated by averaging the four quarterly grades.

- These weights apply to Mathematics grades 1-8; LA grades 1-8; Science for grades 3 – 8; and Social Studies for grades 3 – 8.

Grading Weights for Promotional Subject, excluding Reading		
Formative Assessment	Summative Assessments	Quarterly Assessments
35% Examples: homework (1), small projects, and quizzes	45% Examples: tests, mid-module tests end of module test Tests, and major projects	20% Examples: quarterly exam or final quarterly project
The number of formative and summative assessments should be approximately equal.		One Quarterly Exam per Quarter.

Grading Weights for Reading		
Component	Assessments	Weight
Roots	Levels 1-4 Fluency (2)	35%
	Levels 1-4 Read and Respond	20%
	Levels 1-3 Words Out Loud / Fast Track Phonics	45%
	Level 4 Story Test / Adventures in Writing	
Wings	Fluency	20%
	Read and Respond	20%
	Comprehension / Word Power / Adventures in Writing	60%

For **second grade**, Science and Social Studies are taught and assessed with a minimum of four grades provided for feedback. These grades are not averaged in the GPA or considered for promotion.

The lowest grade entered in PowerSchool is a 50, any grade lower than a 50 is recorded in SIS digital gradebook comments for the assignment. Teachers, students, and

parents/guardians should work together 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 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)

Hynes Charter School Corporation

2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: **October 20, 2025**

Michelle B. Douglas, Ed.D.



Superintendent/CEO

Alvin C. Miester



Board President