

2023-2024 Pupil Progression Plan

Advocates for Academic Excellence in Education, Inc.
d.b.a. Benjamin Franklin High School

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I. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, who has met the school's admission criteria shall be granted credit for equivalent work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Benjamin Franklin High School's admissions procedures
 1. Take the Admissions Test.
 - Register for the test through www.bfhsla.org
 - Proofs of Orleans Parish residency and a birth certificate must be included
 - Test registrations may be submitted online or in person.
 2. Applicants will be scheduled to test once the documents have been processed. If the student desires to use testing accommodations, an Individual Accommodations Plan (IAP/504 Plan) must be submitted with the application.
 3. Test scores are emailed to the applicant when they are available (up to two weeks after testing).
 4. First semester (2 quarters) or 1st trimester report cards must be provided to facilitate determination of eligibility. No student can be determined eligible until the report card is received.
 5. Eligibility information will be shared once it is determined that the applicant is qualified; this will continue to be sent on a rolling basis as grades and test scores are received.
 6. Final admission is confirmed upon the EnrollNOLA placement, registration form, and receipt of final report cards or transcripts.

TESTING

For all applicants: All 9th, 10th, and 11th grade applicants must take the Iowa Test at Franklin on one of the dates listed on the Admissions Calendar. Students will be registered for testing at Franklin upon receipt of an application. Students who apply by the timely deadline in January will have the opportunity to retest once if necessary.

For applicants living outside the parish but planning to move into Orleans Parish: These students will be allowed to test, but cannot register until residency is established.

ADMISSIONS REQUIREMENTS

Acceptance to the 9th grade requires:

1. Residency in Orleans Parish which has been proven with three residency documents.
2. 88 points on the admissions matrix which come from the reading, language, and math portions of the Iowa Test of Basic Skills and the 1st trimester or mid-year report card from 8th grade.
3. Promotion by the current school to 9th grade with no failing grades in academic subjects and a minimum 2.0 GPA in academic courses.

Acceptance to the 10th grade requires:

1. Residency in Orleans Parish.
2. 98 points on the admissions matrix from the reading, language, and math portions of the Iowa Test of Educational Development and the 1st trimester or mid-year report card from 9th grade.
3. Promotion by the current school to 10th grade with no failing grades in academic subjects and a minimum of a 2.0 GPA in academic courses.
4. One full (1.0) credit each in English, math, science and social studies from the 9th grade school as documented in a year-end transcript.

Acceptance for 11th grade requires:

1. Residency in Orleans Parish.
2. 108 points on our matrix from the reading, language, and math portions of the Iowa Test of Educational Development and the student's official transcript showing all high school grades.
3. Promotion by the current school to the 11th grade with no failing grades in academic subjects and a minimum of a 2.0 GPA in academic courses.
4. Two full credits (2.0) each in English, math, science, social studies, and one full credit (1.0) in a foreign language.

Applying for 12th grade: Applications are not accepted for senior year.

II. Promotion and support of students in high school considerations

- **High school promotion and transition considerations**

Instructional Minutes: When awarding credit based on instructional time, Benjamin Franklin High School (hereafter BFHS) 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, BFHS shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

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

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or

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

Early Graduation: BFHS 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).
- BFHS does not have any policies or requirements that would prevent students from graduating in less than four years. Because of our eight-period day and because we allow students to select their courses, a motivated student could fulfill course requirements in three years. However:
 - Students are allowed to transfer a maximum of 2 credits from eighth grade or before.
 - Students who wish to take a maximum of eight credit courses per semester seek approval from the assistant principal of academics.
 - Students could seek approval to schedule English III and English IV concurrently.
 - Once enrolled at Franklin, summer courses and online courses must have prior approval in order to count toward graduation requirements.

III. Support for students

School year support

- BFHS will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - o The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - o The student completes summer remediation.
 - o Additional instructional time (tutoring) is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.

- o The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student's identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), BFHS shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation does not negate the impact of a student who does not meet Retention (see below). A student who does not meet Retention will be offered remediation only in order to allow sufficient credits to promote to the next grade at a new school. Summer remediation programs will meet all of the following requirements:

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

IV. 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).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - o Establish procedures to identify language minority students.

- o Establish procedures to determine if language minority students are Limited English Proficient.
- o Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - o Establish procedures to monitor former Limited English Proficient students for two years.
 - o Ensure that no LEP student shall be retained solely because of limited English proficiency.

V. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

The Student Hearing Office is a city-wide unified student discipline system serving all New Orleans public schools that conducts all student disciplinary conferences and expulsion hearings and coordinates appeal requests.

Students may be removed to an alternative model or transitional model school for a fixed expulsion term. On the disposition it will state if the student may re-apply to the expelling school upon the completion of the expulsion term. Student removal is based on: 1) severity of the incident; 2) context of the incident; 3) ability to engage in school-based interventions to defer future incidents; 4) student performance on campus

VI. Due process related to student placement and promotion

Section 504 of the Rehabilitation Act:

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from **discrimination based on their disability**. At BFHS we comply with the procedural guidelines of Section 504 set by the Louisiana Department of Education relating to identification and location of students with disabilities, evaluation of such students, and due process. To be protected under Section 504, a student must be determined to: (1) have a physical or mental

impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. The Section 504 Individual Accommodation Plan (IAP) is designed to meet the student's individual educational needs as adequately as the needs of nondisabled students. Depending on the student's disability, we work with parents, support personnel, and outside professionals to facilitate the student managing their disability so that they can demonstrate what they know, and be more likely to succeed in their academic endeavors. The IAP is the official form used to document a 504 eligible student's plan for accommodations. A Temporary Accommodation Plan (TAP) is the official form used to document accommodations for a student whose condition is expected to last 6 months or less.

Special Education Program:

BFHS, in accordance with the requirements set forth by the Louisiana Department of Education, will conduct ongoing identification activities to identify, locate, and evaluate each student under its jurisdiction, who is suspected of having an exceptionality and is in need of special education and related services. The reference to an exceptionality includes any disability term as well as gifted and talented. The determination that a student is eligible shall be made on an individual basis by the BFHS pupil appraisal personnel responsible for making eligibility determinations. The Individualized Educational Program (IEP) is the official document used for educational programming of students with exceptionalities, and shall be developed using a format approved by the Louisiana Department of Education (LDE).

SAT:

When there is evidence of a need for intervention, the Student Assistance Team (SAT) meets about a specific student. This team is composed of the student's counselor, the social worker, the nurse, the 504 coordinator, and one administrator. SAT works with parents to address concerns impacting their child's success at BFHS. This team also works to process 504 plans as well as medical plans. Students can be referred to the SAT by parents, teachers, or members of the team. The parent(s), the student, and the SAT formally discuss what might be the best options to get help for the student.

VII. Additional LEA policies related to student placement and promotion

Graduation Requirements:

The named courses comprise the twenty-two specified courses.

- English I-IV: Students must earn four units during grades 9-12.
- Social Studies: World Geography, Civics, or American Government AP, U.S. History, and one additional credit earned during grades 9-12.
- Mathematics: Students must earn four units during grades 9-12.
- Science: Biology I, Chemistry I, Physics H, and at least one of: Physics AP, Biology II AP, Chemistry II AP, Earth Science H, Environmental Science
- World Language: Students must earn three units with a minimum of two units in the same language during grades 9-12.

- Physical Education I and II: 1.5 units
- Health: 0.5 units
- Arts Elective: 1.0 unit
- Additional Electives: 2.0 units

Total Units Needed for Graduation: 24.0 units

Note: While all high school credits will be reflected on a student's transcript, we only accept a maximum of 2 credits earned in 8th grade or before that can count toward the 24 credits required for a BFHS Diploma.

Retention Policy:

1. All semester grades for the academic subjects taken at BFHS (English, mathematics, science, social studies, and world language) are averaged using unweighted grade point values: (A=4, B=3, C=2, D=1, and F=0).
2. In these academic subjects, all students must earn a 2.0 grade point average.
3. BFHS computes final retention averages at the end of the school year (this is an average of 1st and 2nd semester). However, BFHS will notify all students who are at or below the retention average at the end of the first quarter, first semester, and the third quarter.
4. Students who are below the 2.0 retention average at the end of the year cannot remain at BFHS. These students cannot return to Franklin in subsequent years. No exceptions will be made.

Advanced Placement Policy:

Franklin students are required to complete at least three AP courses.

Research Policy:

All students must complete a course that includes a research component. These courses are available in each academic area, and one-semester courses - Research in the Sciences, and Research in the Humanities are also available. The course is generally taken during the junior year, but may be taken in the sophomore or senior year.

Participation in the graduation ceremony is a privilege granted at the discretion of the school.

VIII. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Advocates for Academic Excellence in Education, Inc's 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: August 25, 2023

David Ferris
Co-Principal

Donald Jackson
Co-Principal

Alea Cot
Board President