



Voices for International Business and Education

VIBE Board Meeting

Date and Time

Wednesday November 20, 2019 at 6:00 PM CST

Location

727 Carondelet St., Community Room, New Orleans, LA 70130

Voices for International Business and Education http://public.boardontrack.com/VIBE_1

Agenda

I. Opening Items

Opening Items

- A. Record Attendance and Guests
- B. Call the Meeting to Order
- C. Approve Minutes - September 2019 VIBE Board Meeting
- D. Chair Report
- E. Head of School Report

II. Academic

Academic

A. Academic Report

B. Pupil Progression Plan

2019-2020 School Year Pupil Progression Plan addresses the school's measures to ensure that students properly matriculate from one grade to the next and that the school has policies addressing varying scenarios. Annually, the LDE requests the PPP from all school districts.

III. Finance

Finance

A. Report of Finance Committee

B. Vote to adopt October 2019 Financial Statements

C. Vote to Adopt 2019-2020 Budget Revisions

D. Vote to renew Line of Credit

\$400K line

6.25% variable interest rate

5 year term (compared to one year term in prior years)

IV. Facility

Facility

A. Report of Facilities Committee

V. Governance

Governance

A. Report of Governance Committee

B. Student Fee Policy

The Louisiana Department of Education requires all public schools to adopt a policy around student fees. The policy must include language around waivers. Additionally, the policy must be included on the school's website and in the Parent and Student Handbook. The policy must be adopted and implemented by December 1, 2019.

C. Special Education Advisory Council

LDE requires all districts to establish a Special Education Advisory Council (SEAC) and report to the LDE by June 30, 2020. The Council must meet three times annually.

VI. Development

Development

A. Report of Development Committee

VII. CEO Support And Eval

CEO Support And Eval

A. Report of HOS Evaluation Committee

VIII. Public Comment

A. Request for Public Comment

IX. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes - September 2019 VIBE Board Meeting

Section:	I. Opening Items
Item:	C. Approve Minutes - September 2019 VIBE Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for VIBE Board Meeting on October 16, 2019

APPROVED



Voices for International Business and Education

Minutes

VIBE Board Meeting

Date and Time

Wednesday October 16, 2019 at 6:00 PM

Location

727 Carondelet St., Community Room, New Orleans, LA 70130

Voices for International Business and Education http://public.boardontrack.com/VIBE_1

Directors Present

A. Tufail, J. Lampton, K. Katner, M. Roney, S. Cunningham, S. Retzlaff, S. Thomas

Directors Absent

D. Batiste, G. Lazard

Directors who arrived after the meeting opened

S. Thomas

Ex Officio Members Present

S. Wilson

Non Voting Members Present

S. Wilson

Guests Present

A. Berger, C. Young, K. Vo, M. Stewart, M. Stramel

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Roney called a meeting of the board of directors of Voices for International Business and Education to order on Wednesday Oct 16, 2019 at 6:03 PM.

C. Approve Minutes - September 2019 VIBE Board Meeting

S. Retzlaff made a motion to approve minutes from the VIBE Board Meeting on 09-18-19 VIBE Board Meeting on 09-18-19.

J. Lampton seconded the motion.

The board **VOTED** to approve the motion.

D. Chair Report

See email from M. Roney regarding Professional Development meeting at GNOCCS on starting "Friends of" groups for fundraising purposes, Tuesday, October 22, 9am-12pm.

Percy Manson, guest, potential board member, present

Potential board candidate, Dr. Gail Medford in attendance

E. Head of School Report

USDOE School Climate Transformation Grant: funding for Capturing Kid's Hearts (CKH), additional social worker

Band grant funding, ELL student grant funding

Challenge: Student enrollment down ~50 from projected number, budget adjustments will be presented at next Finance committee meeting

CKH program plus consistency in school culture should lead to improvements in overall discipline issues

II. Academic

A. Academic Report

Dr. Thomas and Ms. Lazard led Academic committee meeting in October 2019.

Academic goals were discussed, but not finalized or voted upon.

S. Thomas arrived.

M. Roney stated that SPS scores should demonstrate an overall point increase, based on strength of diploma increase. Goal for one-page dashboard for Academic Committee.

III. Finance

A. Report of Finance Committee

October 14, 2019 meeting, quorum. Financial statements for September reviewed. Student count will affect MFP revenue projections. New budget will reflect reduced revenues. Administration will propose budget adjustments to committee in November, hopefully to be adopted at November Board meeting.

EnrollNOLA control of student roster resulted in spots held for non-responsive students. LAPCS and EnrollNOLA have been made aware of the issue.

B. Vote to adopt September 2019 Financial Statements

A. Tufail made a motion to recommend that the board adopts September 2019 financial statements.

S. Retzlaff seconded the motion.

The board **VOTED** to approve the motion.

IV. Facility

A. Report of Facilities Committee

No quorum, discussion with K. Katner, S. Wilson, M. Stewart and M. Stramel. Facility tickets addressed as needed in the building. OPSB has asked that basement sheetrock be removed.

Opportunity for VIBE feeder school(s) or cooperative agreements with existing language-focused elementary schools.

OPSB appointed architect to examine roof tomorrow morning; basement will be assessed as well. No architect appointed for full-renovation assessment.

Pocket park almost complete.

V. Governance

A. Report of Governance Committee

October 1, 2019 meeting, quorum met. Discussed new board member recruitment.

Reviewed governance edits to charter -- discrepancies in by-laws: Treasurer to conduct annual board financial education training program; Secretary responsible for meeting agendas, minutes, scheduling. M. Roney recommends Governance committee returns to board with a recommendation for reconciliation, Finance committee to return with recommendation for financial education.

Summary of September board meeting evaluations. Voted to add question, "Was there anything that could have been improved?"

Recommendation of Governance Committee to elect Percy Manson to VIBE Board.

B. New Board Member Percy Manson

J. Lampton made a motion to elect Percy Manson as a VIBE Board member.

K. Katner seconded the motion.

The board **VOTED** to approve the motion.

C. Vote to add Percy Manson as member of Finance and Governance Committees

D. Vote to amend agenda

M. Roney made a motion to Amend agenda to recommend P. Manson to Development rather than Governance committee.

S. Cunningham seconded the motion.

The board **VOTED** to approve the motion.

E. Motion to add Percy Manson to Finance and Development Committees

M. Roney made a motion to Add Percy Manson to Finance and Development Committees.

S. Retzlaff seconded the motion.

The board **VOTED** to approve the motion.

VI. Development

A. Report of Development Committee

No quorum at October 14th meeting. Discussion about Development goals for 19-20, including: growth of alumni network, enhancing IHSNO profile through social media, small sponsorship opportunities, attendance at career fairs, engaging with local businesses to increase prospect/donor lists, and improving student recruitment.

Fall annual fund mailer will go out to board for possible participation, with GiveNOLA, Gala, etc. as other potential giving opportunities.

May 22, 2020 IHSNO Graduation

Potential in-kind donation from board members: facilities for athletics practice.

A. Berger left.
K. Vo left.
C. Young left.
M. Stewart left.

VII. CEO Support And Eval

A. Report of HOS Evaluation Committee

Nancy Fournier, Consultant for HOS Evaluation process. Development of Dashboard for HOS Evaluation metrics with Executive Committee and HOS. Full board vote in November.

How to measure all metrics objectively/quantifiably? (e.g. Leadership, Culture) Weight concrete measures more heavily, if needed.

Creation of one-page quarterly dashboard by COS and Data Coordinator.
Submit questions, concerns, and comments to M. Roney by October 31, 2019.

VIII. Public Comment

A. Request for Public Comment

No public comment.

IX. Closing Items

A. Adjourn Meeting

Board of Ethics Training by December 31, 2019 -- M. Roney will email link to online training.

LAPCS Conference, December 5-6, 2019 in New Orleans -- contact S. Wilson for more information.

A. Tufail made a motion to adjourn the meeting.

S. Cunningham seconded the motion.

The board **VOTED** to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:28 PM.

Respectfully Submitted,
M. Stramel

Coversheet

Head of School Report

Section:	I. Opening Items
Item:	E. Head of School Report
Purpose:	FYI
Submitted by:	
Related Material:	SY'19-2020-WR-2019-1115.pdf

Head of School Report

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Head of School Report

November 15, 2019

The mission of International High School of New Orleans is to educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages, and intercultural appreciation to succeed in a global economy.

727 Carondelet St. New Orleans, LA 70130

www.ihsnola.org

Head of School Report



Head of School Report

November 15, 2019

Dates to Note

Nov. 14&15: College Tour
 Nov. 18: VIBE Finance Committee Meeting at 5:30 pm
 Nov. 18: VIBE Development Committee Meeting at 6:30 pm
 Nov. 19: IHSNO Basketball in the Smoothie King Arena at 12:30 pm
 Nov. 19: PTO Meeting at 5:30 pm
 Nov. 20: VIBE Board Meeting at 6:00 pm
 Nov. 25-29: Thanksgiving Break – No School
 Dec. 3: Facilities Committee meeting at 5:30 pm
 Dec. 4: French Heritage Festival
 Dec. 9-11: LEAP Make-up testing
 Dec. 10: Academic Committee meeting at 6:00 pm
 Dec. 12: Youth Force NOLA Family Orientation Night



OVERVIEW

Enrollment by Grade	Number	Percent
9th	142	30.9%
10th	102	22.2%
11th	93	20.2%
12th	123	26.7%
TOTAL	460	

As of September 30, 460 students enrolled and actively attended school. We are working with EnrollNOLA to guide IHSNO future enrollment better, ensuring we meet our targets. For the remainder of the current school year, we estimate 470 students enrolled as of February 1, 2020, thus the revised budget will reflect estimated enrollment of 470 students.

IHSNO enrolled 31-English language learners this school year. Our ELL students hail from various places, and we are excited to have them with us. We will work with our students to gather as much information as possible to ensure they receive the necessary resources during the transition for success. Additionally, 39-ELL students returned for this school year.

We continue working with Tulane University, where students provide tutoring services to our ELL students. Weekly, around 16-students come from Tulane, and our students have been consistently attending tutoring.

Transportation is being carefully monitored, ensuring Favorite Transportation remains compliant with new laws implemented for the 2019-2020 school year. As busing has been a hot topic for schools, we are proactively monitoring our providers to ensure they meet the new mandates.

Head of School Report



Knowledgeable

November's IB Profile is Knowledgeable. We build our knowledge across many subjects through exploration and engagement. Each member of the IHSNO community has to have a personal commitment to continual learning by engaging in opportunities soliciting and receiving feedback for growth.

ACADEMICS

BENOLA Collective grant is in full swing as additional instructional coaching and supports are provided to teachers. Through the first round of observations, areas of need are instructional rigor, classroom management, and lesson planning. The consultant, Josline Frank, will host several in-services on instructional rigor and relevance. All teachers are required to complete Student Learning Targets that stretch instructional and administrative staff to increase students' academic prowess.

IHSNOs SPS grew 8.1 base points for the 2018-2019 school year. This brings our overall score closer to 75, which is the floor for a B. Even though, we remain an SPS C-rated school and have seen significant gains in the student graduation rates, strength of the diploma, and high school progress index. The additional academic investments made last year are helping to improve the SPS, and with a continued focus on the academic performance and student engaged learning, we will see the educational gains.

Academic gains include ACT scores. ACT scores increased from the year prior. However, those scores are significantly lower than peer schools. As we have a relatively robust college-going student body, we are focused on improving student ACT scores through year-long instruction on test-taking skills, bolstering students' testing confidence, and filling academic gaps that students can increase testing performance.

Fall Formal Observations are in full swing. These observations are critical to analyzing the instructional and management needs of teachers. Additionally, the observations provide direction to the teacher to improve their instructional delivery.

The IB 5-year evaluation matters to be addressed have been "sufficiently addressed."

IB Testing candidates must register by November 15, 2019, to test in the spring.



Human Resources

Vacant Positions:

- Teacher –Math and ACT
- Social Worker
- Behavior Interventionist

All vacant positions have been posted.

Policy Update

[Act 240: Student Fees and School Supplies Policy](#)

Head of School Report



UPDATE: The [Student Fees Policy](#) has been updated. The [link](#) includes the policy.

[Act 274: Special Education Advisory Council](#)

UPDATE: The [Special Education Advisory Council](#) policy has been updated to reflect the statute. The [link](#) includes the full policy for your review.

ACADEMIC PLANNING

[Act 394: Pupil Progression Plans](#)

UPDATE: Pupil Progression Plan (PPP) included for review, [Pupil Progression Plan](#). The PPP requires Board Chair Signature. [Click](#) the [link](#) to review the PPP.

Student Information:

'19-2020 School Year Enrollment Projection

Meeting with EnrollNOLA about IHSNO enrollment. Meeting with LAPCS about enrollment and possibilities for the 2020-2021 school year. We are advocating along with other Type 2 schools to have a separate and identifiable listing in the EnrollNOLA program that parents recognize and know that they are signing up for schools with specialized missions and additional academic requirements.

CULTURE

Discipline

More is being done to ensure the proper implementation of Capturing Kids' Hearts. Evidence from classroom visits is that teachers are not implementing the Engage component of the program. The engaged part is the initial contact with students through welcoming and talking of good things at the beginning of each class. In the next six weeks, we will focus on Engage and Explore.

STUDENT SUPPORT SERVICES

Counseling

IHSNO's first college tour was November 14 and 15. About 30 students visited Jackson State University, Millsaps, and Tougaloo colleges. Overall, the trip went well. Students were able to visit and explore varying college sizes and interact with enrollment counselors from the colleges.

Nursing Services

Contracted Health Services for the remainder of the school year.

Social Worker

Defining role and placement of additional Social Worker for the School Climate Transformation Grant through the USDOE.

The social worker is partnering with IWES for sex education for all ninth-grade students.

Head of School Report



Special Education

There are 42-students enrolled with IEPs. The team is working to ensure all evaluations are current. The Community Based Instruction program is working collaboratively with the Arts team providing CBI students additional art time in their curriculum. Cox Communications sponsored the CBI Art program.

The Special Education teachers are participating in the Special Education Leader Fellowship (SELF). This program collaborates with other schools and providers to ensure that students receiving Special Education services are cared for proactively, while the teachers learn through the cohort experience. This is IHSNO's first year participating in the SELF. Special Education teachers are seeking micro-credentials.

English Language Learning

The team is working with students and their guardians to understand the importance of school attendance. The ELL student population remains relatively stable, yet we have lost several students due to non-attendance.

Students are participating in after-school tutoring to strengthen academic acumen. Most students are acclimating and learning more about the importance of staying focused and keeping up with their assignments.

FINANCE

Financial Information

Revised budget to be sent to Finance Committee members by November 8, 2019, for review in advance of the November 19, 2019, regularly scheduled Finance Committee meeting.

Payroll and Benefits cost \$331,000 for October 2019, covering 67 employees.

The current fund balance is \$755,800.

Finance Office Deadlines and Projects:

- Annual Financial Report completed for the 2018-2019 school year. All documents and items were submitted on October 22, 2019.
- The annual Audit has been completed. We are awaiting the draft audit and hope to have the draft audit the week of November 18, 2019.
- All Federal Grants have been submitted for the 2019-2020 school year. We are awaiting approval before submitting claims against the grant.
- Line of Credit is being approved with a 5-year renewal period. We will not have an annual approval. There is a one-time cost of \$1,100.

Human Resources

Staff

No administrative vacant positions.

Head of School Report



We participated in the Loyola's, UNOs, and Xavier's Job and Internship Fairs. Met several alumni to begin building the alumni database.

FACILITY

Food Service

We are developing a monthly food menu to be posted publicly for parents and students. We are working to install a baking oven that we can provide a greater variety of foods for students.

Transportation

We are working with the current transportation provider to meet the timelines as have been set by Orleans Parish. We are seeking other means to improve transportation inclusive of leasing and purchasing.

Safety & Security

Marlon attended active intruder training. All team members have concluded the webinar training. We will schedule the appropriate drill in the coming weeks.

Facility Maintenance

We were cited with 36 critical matters during the OPSB facility inspection. There is only one critical matter that remains incomplete, and this matter will be completed by November 28, 2019. The non-critical matters will be completed by December 19, 2019.

The other critical matters that remain are the responsibility of the OPSB – Basement flooding and removal of sheetrock. This work is nearly completed.

Projects in the Works

- **Short-Term**
 - Paint classrooms
 - Basement Pumping Station
 - ASLA Community Park – Ribbon Cutting – November 22, 2019
 - Transpiration inspection deadline – November 29, 2019
- **Long Term**
 - Repair/Replacement of interior doors
 - Restrooms need updating – experiencing consistent minor issues
 - Need a long-term facility strategic plan
 - Cleaning the façade of the building
 - Roof replacement

TECHNOLOGY

IT Overall

This month's focus is on the upkeep of the current technology environment. The team is in the process of installing a soundbar in each classroom with estimated completion in November 2019.

Head of School Report



There were elevated requests due to the printer server being overloaded. This matter has been resolved as there were conflicts with the printer server and the backup system.

We are transitioning phone service from Hunt Telecommunications to Cox in December 2019.

We have installed the Fortinet Firewall. This minimizes the ability to display inappropriate websites. Websites have to be approved before use.

Projects in the Works

- **Short-Term**
 - Inventory update
 - Implementation of Classlink, a centralized log-in system
- **Long Term**
 - Update all 680 devices
 - Revamp computer lab with new accessories and layout design
 - Chromebooks for all departments

DEVELOPMENT

Grants

There are other grants in the pipeline and awaiting a decision.

Fundraising & Marketing

Continued advertising and soliciting for the Fall 2019 Open House. The Open House went well. More tripled participation over last year. Facebook Ads and other social media are being used to recruit students and families to attend the open house. Attendees will receive logo items for participating in Open House.

The Annual Gala is March 28, 2020. The Gala will be hosted at the UNO Alumni Center. Development will continue prospecting sponsors. We have met with the PR firm, Schulkens, to develop a list of prospects. Prospect letters to be mailed starting later October 2019.

Team members have attended several High School fairs for student recruitment. And have visited middle schools in the city to recruit students for the 2020-2021 school year.

Faculty & Staff Development Committee exists of 14 members meeting the last Wednesday of each month.

PROFESSIONAL DEVELOPMENT

Faculty & Staff have attended several professional development activities to include:

- CKH Process Champions
- Agile Minds Math Training
- IB Content Training
- School Culture/PBIS training

Head of School Report



- Classroom Management
- Instructional Coaching

GENERAL

Professional Development

School Nexus Research

Convening of school superintendents in Laguna, CA. The convening covered the implementation of social-emotional learning as a way of leading organizations. Information provided about the research and the application of methods at other schools and school districts.

Directors' Retreat

Organization level meeting gathering the directors from Academics, Chief of Staff, Facility, Finance, and Technology. The 1.5-day event covered challenges and aspirations, current and long-range goals, and assessment of operations. We explored options regarding expansion to elementary and growing the number of students served in 9th grade.

Friends of Foundations Training

The Greater New Orleans Collaborative of Charter Schools hosted a discussion on Friends of Foundation training with Lee Reid of Adams & Reese presenting. He outlined the ways these organizations can help schools achieve fundraising growth and stability. There are some foundational items to consider for forming and maintaining the viability of the "Friends of Foundation." There is a required percentage membership of the governing board being members of the "Friends of" board, filing for and electing not-for-profit status, is not subject to open meeting requirements, along with other matters to be considered.

Ethics Training (REMINDER)

Annually, all board members and public employees must complete [Ethics training](#). The [link](#) leads you to the training. Once completed, please send a copy of the certificate to Miranda, miranda.stramel@ihsnola.org for cataloging.

LAPCS 11th Annual Conference (REMINDER)

The LAPCS 11th Annual [LAPCS Conference](#) is December 5-6, 2019. This is an opportunity to learn more about charter school governance, leadership, and legislative activity that impact the work as board members. If early bird registration is available, we will want to enroll as many board members as possible.

Coversheet

Pupil Progression Plan

Section: II. Academic
Item: B. Pupil Progression Plan
Purpose: Vote
Submitted by: Adierah Berger
Related Material: Pupil Progression Plan-SY'19-2020-FINAL-2019-0625.pdf

BACKGROUND:

2019-2020 School Year Pupil Progression Plan addresses the school's measures to ensure that students properly matriculate from one grade to the next and that the school has policies addressing varying scenarios. Annually, the LDE requests the PPP from all school districts.

RECOMMENDATION:

To approve the 2019-2020 scholastic year Pupil Progression Plan for IHSNO.

2019-2020 Pupil Progression Plan

Local Education Agency:

Voices for International Business and Education (VIBE)

Background and Purpose

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

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

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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 prepopulated. 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

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

This section does not apply to International High School of New Orleans.

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for 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.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

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

- A student transferring from another school or enrolling for the first time as a grade 9-12 student must provide verification of home residence and proof of guardianship, certified birth certificate, court custody assignments, or state assigned guardianship.
- Student placement is conditional until the receiving school receives official records. The school counselor or administrator will inform the transfer student and/or legal guardian of registration policies, procedures, and student placement.
- A valid transcript for incoming students is the only way that credit earned for courses taken can be considered. Counselors will make every attempt to obtain a transcript from the previous school. Parents may be requested to obtain a copy of the student's report card and transcript should the counselors not be able to obtain the copies from previous school. If a transcript cannot be obtained, credit will not be awarded, and the student must take all required courses to graduate.
- A valid transcript from a student outside of the United States will be honored. As course titles may differ, counselors will determine the correct course code from the state data base to award credit earned. Credit for courses in which there is no equivalent course code will not be awarded. Students with no transcripts will be placed in the lowest grade so that appropriate credits can be earned.
- Students who are receiving Special Education in one school system in Louisiana and transfer to International High School of New Orleans, shall be enrolled in the appropriate Special Education program with the current IEP.

- A student entering from a school within the state must present a certified transcript, showing the student's record of attendance, achievement, and the units of credit earned.
- A student transferring from a home study or unapproved school will be placed in an assigned grade with credit for the school work completed and referred to the School Counselor for verification of studies and/or grades earned pending state approval.
- Entry into the 9th grade is pending on the acquisition of student records.
- International High School of New Orleans does not administer placement tests.
- International High School of New Orleans accepts credits issued by previous schools in accordance with the state guidelines of issuing transfer credit(s).
- International High School does not award half credits for full credit courses. If a previous school awards a half credit, the half credit will be honored. If a student transfers midyear and completes the remaining half of the course within the same school year, the student will receive full credit for the course. If the student does not complete the remaining credit within the same school year, the student must retake the course for a full credit and will forfeit the half credit earned at the previous school. If a student transfers mid-year and did not take the course at the previous school, the student will not earn credit for that year.
- International High School of New Orleans schedules students who have been administered any state assessments and have provided the school with the appropriate results.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

This section does not apply to International High School of New Orleans.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:
 - The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants

shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students’ required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

This section does not apply to International High School of New Orleans.

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

a. Promotion of students in grade 8

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 subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring, following the completion of summer remediation, 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 after the completion of summer remediation, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

This section does not apply to International High School of New Orleans.

b. 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/postsecondary plan.

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

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: 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.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

- For students who may benefit from an advanced course schedule, International High School of New Orleans provides opportunities for students to enroll in honors courses, International Baccalaureate courses, Bard Early College, and Dual Enrollment Programs.
- Administrators, counselors, teachers, parents, and students are all involved in reviewing a student's current academic status, test scores (state assessments, ACT, ELDA, etc), course work, grades, and Carnegie Units in determining if a student should be considered for acceleration.
- Grade level specification is determined by Carnegie Units earned.
- After the request from the parent, in writing, for early graduation, the principal will verify the completion of all state and IHSNO requirements for high school graduation.
- IHSNO is a language focus program. All students are required to take four years of the same foreign language. Exceptions may be provided to students participating in dual enrollment programs, transfers post 9th grade year, and approved early release.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

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

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

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

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

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.

- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

- Ensuring that all identified students in need of intervention/remediation receive all applicable supports necessary and available for student academic success.
- The minimum number of remediation hours is determined by the student's IEP.
- School year remediation is accomplished through small-group instruction via push-in, pull-out, and independent study with various programs. Textbooks, workbooks, computers, internet resources, manipulatives, and other materials are used regularly as required for the success of the students.
- The Special Education department meets individually with the students and parents. The parent may also sign a waiver refusing services for the whole school year.

- IHSNO examines all funds available and assigns a portion of funding for after school and attendance recovery.
- Students participating in school year remediation receive regular performance assessments. The data from these assessments are reviewed at the conclusion of each quarter by the remediation interventionists to track student participation and growth.
- The purpose of homebound instruction is to keep the student on track with their studies in core classes while they are out of school for medical purposes. Students may qualify for homebound services if it is determined by a medical doctor that a student's illness will prevent them from attending school. The anticipated length of the student's absence must be 4 weeks or more. Homebound instruction will begin not more than ten (10) days following student's absence. Homebound instruction may be given as a combination of online instruction and instruction from a certified teacher. The student should fill out an application before the anticipated leave and get it approved by the school.

Summer Remediation Program

- Provides supports for specific courses requiring state assessment necessary to assist the student in scoring Approaching Basic or above on the state assessment retake.
- For students and parents who refuse summer remediation, a waiver is signed by all parties, including the academic counselor.
- If a student refuses accommodations on an assignment or assessment, the student and teacher must sign a waiver indicating such. A parent may choose to refuse services for the year by signing a waiver.

Remediation for State Assessment

Student selection criteria: Students who scored below passing on the state assessment

- Pupil/Teacher ratio: 20 students to 1 teacher
- Instructional time: Student shall be offered a minimum of 30 hours of remediation each year in each state assessment that they do not pass.
- Selection criteria for teachers and/or paraprofessionals: Certified teachers who are currently teaching the course are selected for summer remediation.
- Materials and methodology to be used: Teachers use a variety of methods and materials to teach the remediation courses. The materials are sure to cover the standards taught in each class covered. Examples of materials are Louisiana Coach and ABC remediation books, as well as the Louisiana Remediation website.
- Program type – Examples: remediation courses, after-school tutoring, Saturday

tutoring, summer remediation, other.

Documentation of students' and parents' refusal to accept remediation for LEAP and/or EOC tests that are failed.

- The counseling department meets individually with these students and parents. If after the counseling session the parent still refuses to comply, a waiver is signed by all parties involved.
- International High School of New Orleans reviews and uses all funds available and assigns a portion of funding for summer remediation for LEAP and/or EOC tests that are failed.
- Students' scores from the state assessments and the grades earned at the end of the course are evidence of student growth and achievement. Cumulative information is kept with the counselors' office and teacher data (JCampus) files are examined for student growth.

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, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

- Students who are 2 or more years behind their cohort run a greater risk of not earning enough credits to graduate before they reach their maximum age. There are several options available.
 1. Student meet with counselor to plan summer credit recovery requirements to ensure enough credits are earned before reaching maximum age.
 2. Student is referred to alternative accelerated school for further study.
 3. Student is referred for HISet diploma.
- Students with multiple grade retentions are referred to the SBLC to determine the best course of action.

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.

School counselors work with individual students needing to be placed in adult education programs. The counselor assists with the registration process. Over age students completing the regular school program are counseled to enroll in accelerated programs or HiSet (GED).

Regular Education Students

Grade classifications are:

9 th Grade	Fewer than or equal to six and a half (6.5) units	0- 6.5
10 th Grade	7 or more and less than fourteen units	7-13.5
11 th Grade	14 or more and less than twenty-one units.....	14- 20.5
12 th Grade	Twenty-one or more units.....	21 or more
and is eligible to complete the 32 IHSNO required units needed for graduation		

- In accordance with Bulletin 741, high school students must be present 94% of the academic year and receive a grade of "D" or higher to earn credit for the course. Any students missing more than 10 days in the academic year does not meet this requirement.
- In order to pass a one-unit course, a student must earn a grade of "D" or higher for the academic year. *If a student fails fourth quarter, they fail the entire year. The final grade for a course is computed as 70% of the average of marking period 1 – 4 plus 30% of the Final Exam.*
- To pass a ½ unit course, a student must earn a grade of "D" or higher to receive credit. Students who fail to earn their unit will be required to make-up the unit at an accredited summer school.
- Students who earn a grade of "F" in the (fourth) final quarter will receive an "F" for the full year, regardless of the final average.
- Students who fail a course are referred to a certified program for credit recovery.
- Students who receive a final grade of "F" in a core course (Math, Science, English, Social Studies) may recover the credit in summer school. Students must enroll and pay the assigned fee. Students may recover up to 2 classes in summer school. After successful completion of the course, counselors will update the transcript with recovered course information.

Due Process for Placement

Step 1: Parent/Student must submit a signed letter to the counseling department stating the specific concern.

Step 2: Students and parents meet with the counseling department and review grades, attendance, and Carnegie units.

Step 3: Parent submits signed letter to Head of School requesting a review of the decision within five (5) days of meeting with the counseling department. The Head of School will provide the parent and student with a written letter as to the decision within five (5) days.

Step 4: Parent submits signed letter to VIBE Board requesting a review of the Head of School's decision within five (5) days of the Head of School's decision. The VIBE Board will provide the parent and student with a written letter as to the decision no later than five (5) days after the Committee has made a decision.

A grievance committee will be organized by the Board and be comprised of at least five (5) members:

- Board Chair, who serves as committee chair
- Two (2) or more other board members (who are not IHSNO parents)
- Two (2) or more members who are not board members, from the following groups:
 - Not more than one (1) IHSNO parent
 - Not more than one (1) IHSNO teacher
 - Not more than two (2) people who are none of the above, but have an abiding interest in IHSNO

Students with disabilities

Due Process for Placement

- Step 1: Parent/Student must submit a signed letter to the Special Education Coordinator stating the specific concern.
- Step 2: Students and parents meet with the counseling department and review grades, attendance and Carnegie units.
- Step 3: Parent submits signed letter to Head of School requesting a review of the decision within five (5) days of meeting with the counseling department. The Head of School will provide the parent and student with a written letter as to the decision within five (5) days.
- Step 4: Parent submits signed letter to VIBE Board requesting a review of the Head of School's decision within five (5) days of the Head of School's decision. The VIBE Board will provide the parent and student with a written letter as to the decision no later than five (5) days after the Committee has decided.

A grievance committee will be organized by the Board and be comprised of at least five (5) members:

- Board Chair, who serves as committee chair
- Two (2) or more other board members (who are not IHSNO parents)
- Two (2) or more members who are not board members, from the following groups:
 - ❖ Not more than one (1) IHSNO parent
 - ❖ Not more than one (1) IHSNO teacher
 - ❖ Not more than two (2) people who are none of the above, but have an abiding interest in IHSNO Section 504 Students

Grade classifications for inclusion are:

9 th Grade	Fewer than or equal to six and a half (6.5) units	0- 6.5
10 th Grade	7 or more and less than fourteen units	7-13.5
11 th Grade	14 or more and less than twenty-one units.....	14- 20.5
12 th Grade	Twenty-one or more units.....	21 or more

and is eligible to complete the 32 IHSNO required units

Grade classification for self-contained students is age-based and in accordance with the student's Individual Education Plan.

- In accordance with Bulletin 741, high school students must be present 94% of the academic year and receive a grade of "D" or higher to earn credit for the course.
- In order to pass a one-unit course, a student must earn a grade of "D" or higher for the academic year. *If a student fails fourth quarter, they fail the entire year.*
- To pass a ½ unit course, a student must earn a grade of "D" or higher to receive credit. Students who fail to earn their unit will be required to make-up the unit at an accredited summer school.

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.

This section does not apply to International High School of New Orleans.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that Voices for International Business and Education 2019-2020 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

Coversheet

Vote to adopt October 2019 Financial Statements

Section:	III. Finance
Item:	B. Vote to adopt October 2019 Financial Statements
Purpose:	Vote
Submitted by:	
Related Material:	Board October 2019 Financial Reports.pdf

International High School of New Orleans

Dashboard

October 2019

Financial Monthly Report

	July	August	September	October
Cash	990,582	884,500	935,043	705,835
Line of Credit	400,000	400,000	400,000	400,000
Amount Borrowed	-	-	-	-
Available Funds	400,000	400,000	400,000	400,000
Student Count (Last day of Month)	514	514	460	458
Budget Student Count	520	520	520	520
Total Revenues Year to Date Actual	453,632	959,180	1,425,054	1,854,304
Total Revenues Year to Date Budget	443,098	1,024,193	1,497,081	2,027,151
Total Expenses Year to Date Actual	383,858	935,352	1,473,887	2,051,863
Total Expenses Year to Date Budget	391,302	955,999	1,545,210	2,172,467
Total Profit Year to Date Actual	69,774	23,828	(48,832)	(197,559)
Total Profit Year to Date Budget	51,796	68,194	(48,129)	(145,316)
Reserve Balance	874,419	828,473	755,813	607,086
Percentage	16.0%	15.1%	13.8%	11.1%

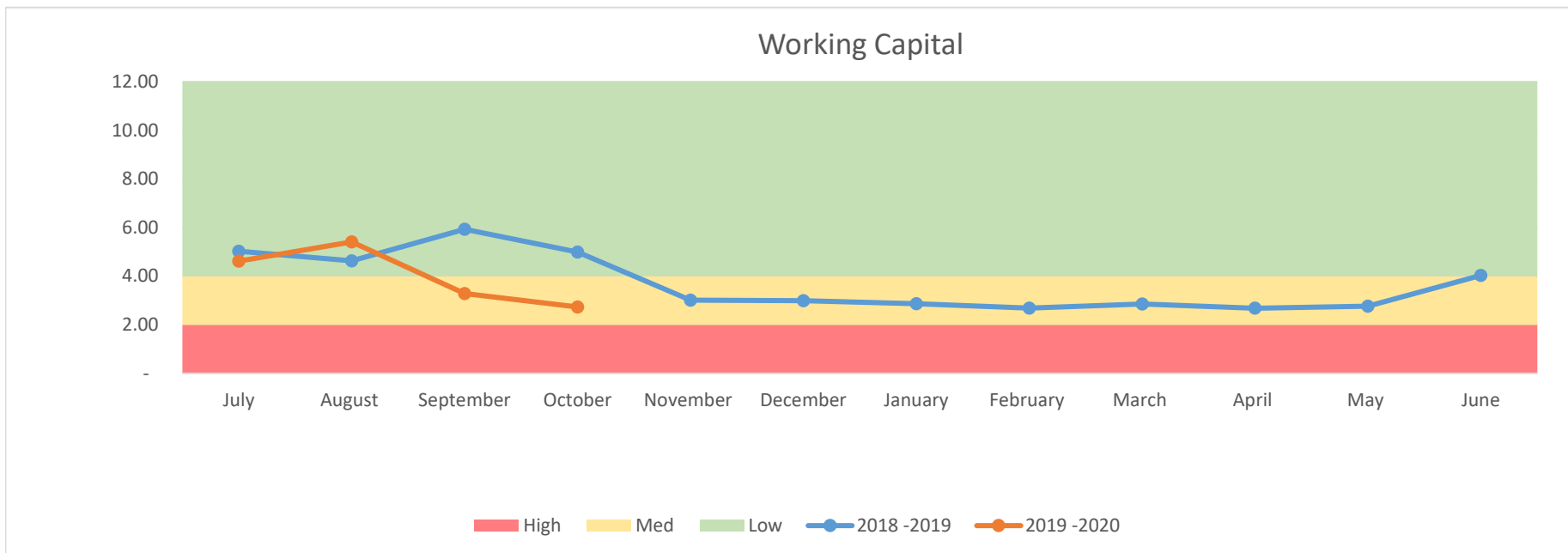
*Reserve calculation

Our Reserve is based on our MFP Budget for 520 students:

General Fund Budget 2019 - 2020	5,479,549
Reserve Balance AFR 2018 - 2019	804,645

International High School of New Orleans**KPI as of October 31, 2019****Working Capital**

	July	August	September	October	November	December	January	February	March	April	May	June	
2018 -2019		5.03	4.63	5.93	4.99	3.01	2.99	2.87	2.69	2.85	2.68	2.77	4.03
2019 -2020		4.62	5.41	3.29	2.73								



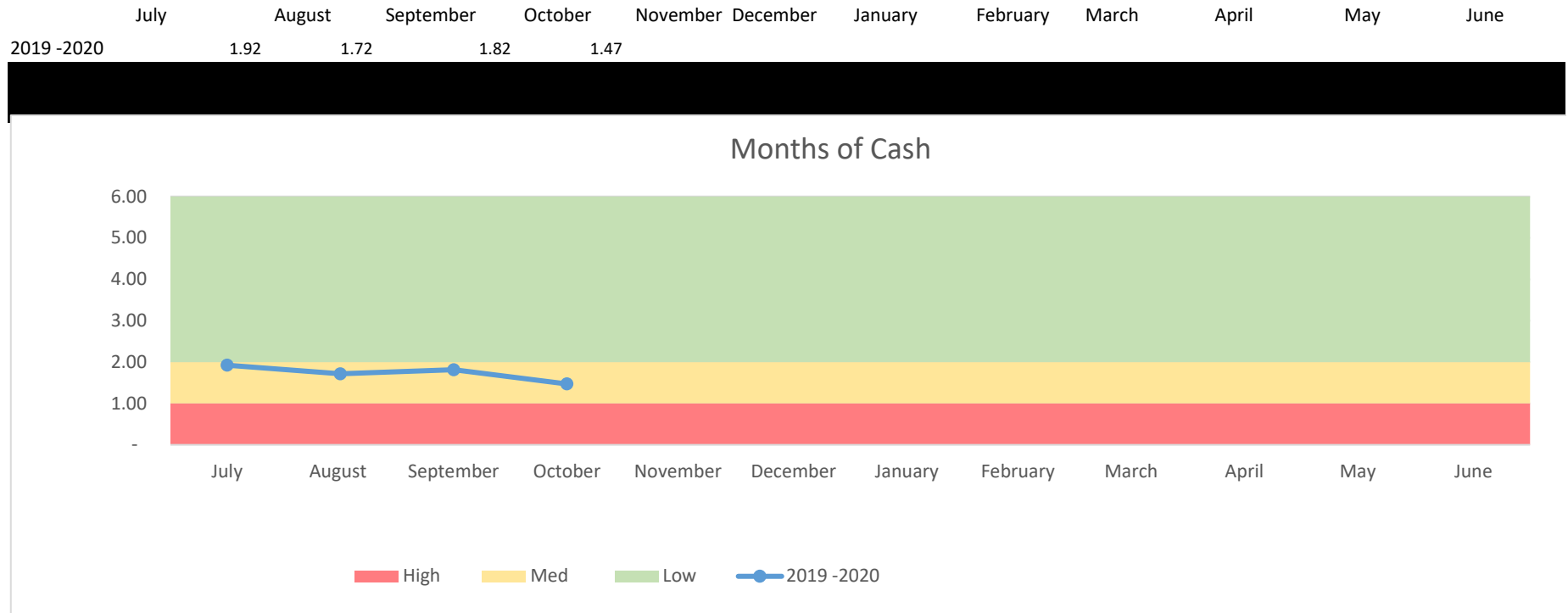
Working Capital indicates IHSNO's ability to meet short-term obligations. Anything below 1 indicates negative working capital, while, anything over 4 means that organization is not investing excess cash.

High risk is indicated by a ratio of <2, medium between 2 and 4, and low risk is >4. Currently, IHSNO has a working capital ratio of 4.41 for October 2019.

Months of Cash

International High School of New Orleans

KPI as of October 31, 2019



Cash Ratio is an indicator of IHSNO's liquidity that measures the amounts of cash there is to cover current liabilities.

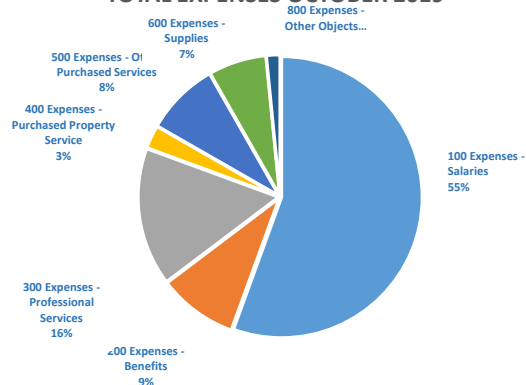
High risk according to LAPCS is <1 months, medium risk is between 1 and 2 months, and low risk is >2 months of cash on hand.

IHSNO's Months of Cash ratio is 1.47 as of October 31, 2019. With LOC funds included the ratio is 2.30

Total Expenses

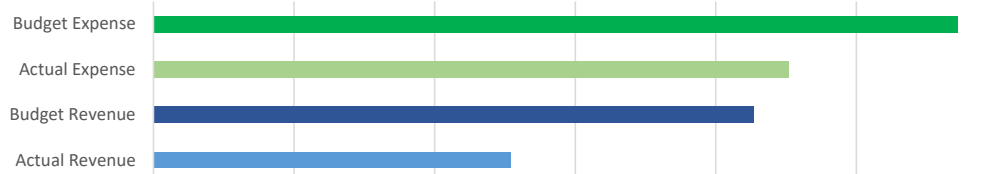
100 Expenses - Salaries	285,052
200 Expenses - Benefits	46,971
300 Expenses - Professional Services	81,600
400 Expenses - Purchased Property Service	13,735
500 Expenses - Other Purchased Services	43,494
600 Expenses - Supplies	34,247
700 Expenses - Equipment	-
800 Expenses - Other Objects	8,048

TOTAL EXPENSES OCTOBER 2019



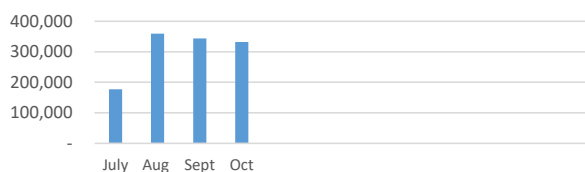
Year to Date	Actual Revenue	Budget Revenue	Actual Expense	Budget Expense
July - October	1,854,304	2,027,151	2,051,863	2,172,467

July - October 2019



Month	Salary Benefits
July	177,084
Aug	359,730
Sept	344,069
Oct	332,023

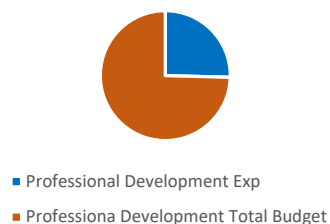
Salary Benefits



Professional Development October Year to Date

Professional Development Exp	21,975
Professional Development Total Budget	64,500

Professional Development October Year to Date



Coversheet

Vote to Adopt 2019-2020 Budget Revisions

Section:	III. Finance
Item:	C. Vote to Adopt 2019-2020 Budget Revisions
Purpose:	Vote
Submitted by:	
Related Material:	Revised Budget 2019 202011122019_0001.pdf

International High School of New Orleans

Budget 2019 - 2020

	ACTUAL 2018 -2019	ORIGINAL BUDGET 2019 - 2020	REVISED BUDGET 2019 - 2020	NOTES
	TOTAL	TOTAL	TOTAL	
Student Count Budget / Actual	508	520	470	
Income				
1900 · OTHER REV FROM LOCAL SOURCES				
1990 · Miscellaneous	5,410	183,813	183,813	
1510 · Interest	8,133	6,000	6,000	
1740 · Student Fees	77,417	63,573	107,400	Student Fee Increase with uniform included
1790 · Other Activity Income	29,048	40,000	40,000	
1910 · Rental	22,054	24,000	20,000	Actual with Parking Lot Rental contract
1920 · Contributions and Donations	89,949	150,000	170,000	
1994 · State Pub Sch Fund (MFP)Loca	2,772,903	2,857,927	2,583,126	MFP on 470 students
Total 1900 · OTHER REV FROM LOC	3,004,914	3,325,312	3,110,339	
REVENUE FROM FEDERAL SOURC				
4547 · Title III	9,886	12,755	9,500	
4515 · Food Service	147,493	153,552	153,552	
4531 · IDEA - Part B	110,870	134,240	139,486	Adj to actual funds received
4541 · Title I	224,277	187,809	204,161	Adj to actual funds received
4545 · Title II	35,792	30,290	30,786	Adj to actual funds received
Title IV	15,552	14,443	16,223	Adj to actual funds received
4551 · Restricted Grants-In-Aid Fro	56,254	11,757	187,075	Increased for SCT grant
Total REVENUE FROM FEDERAL SC	600,124	544,846	740,784	
REVENUE FROM STATE SOURCES				
3110 · State Public School Fund (MFP)	2,170,704	2,279,247	2,066,847	MFP on 470 students
3200 · Restricted Grant	11,757	10,000	10,000	
Total REVENUE FROM STATE SOUF	2,182,461	2,289,247	2,076,847	
Total Income	5,787,499	6,159,406	5,927,970	
Gross Profit	5,787,499	6,159,406	5,927,970	
Expense				
100 Salaries - Regular Employee				
115 · Para Educators	63,345	68,160	65,280	Adjusted for Current Actual Salaries
150 · Stipend Pay	87,201	98,000	78,750	Adjusted for Current Actual Salaries
119 · Other Salaries	205,212	221,074	229,076	Adjusted for Current Actual Salaries
118 · Degreed Professional	232,783	205,056	160,139	Adjusted for Current Actual Salaries
130 · Salaries for Extra Work	18,264	61,887	59,402	Adjusted for Current Actual Salaries
114 · Clerical / Secretarial	98,029	117,467	82,286	Adjusted for Current Actual Salaries
113 · Coun / Social Worker / Speciali	163,116	169,027	204,267	Adjusted for Current Actual Salaries
116 · Custodial / Maintenance	85,023	88,072	84,080	Adjusted for Current Actual Salaries
123 · Substitute Teachers	68,453	69,499	70,680	Adjusted for Current Actual Salaries
111 · School Administrators	645,218	815,470	741,081	Adjusted for Current Actual Salaries
112 · Teachers	1,668,252	1,643,690	1,602,247	Adjusted for Current Actual Salaries
Total 100 Salaries - Regular Employee	3,334,896	3,557,402	3,377,288	

200 Benefits

International High School of New Orleans

Budget 2019 - 2020

230 · 401K Retirement	65,886	70,138	85,111	
210 · Group Health Insurance	342,503	371,365	289,455	Adjusted for New Health Insurance Coverage
225 · Medicare	47,496	51,582	48,971	
290 · Other Benefits	29,502	25,500	32,020	
220 · Social Security	200,470	220,559	209,392	
250 · Unemployment	13,923	15,870	16,790	
260 · Worker's Compensation	14,172	8,894	8,443	
Total 200 Benefits	713,952	763,908	690,182	
Total Employee Expense	4,048,848	4,321,311	4,067,470	
300 Professional Services				
339 · Other Professional Services	184,690	131,660	179,940	Leadership Training
320 · Purchased Educational Services	128,906	176,180	243,875	Increase Expenses for Substitutes
333 · Accounting/Auditing Services	19,849	18,000	18,000	
332 · Legal Services	94,873	60,000	45,000	
340 · Purchase Tech Svcs	27,585	13,548	8,748	
Total 300 Professional Services	455,903	399,388	495,563	
400 Purchased Property Services				
421 · Disposal Services	8,889	4,380	4,380	
423 · Custodial Services	97,017	90,000	90,000	
430 · Repairs and Maintenance	31,244	35,000	35,000	
442 · Equipment / Property Rental	48,247	47,404	47,404	
490 · Other Property Services	10,539	5,000	5,000	
Total 400 Purchased Property Services	195,936	181,784	181,784	
500 Other Purchased Services				
561 · Tuition to other LEAs	21,132	27,500	27,500	
519 · Student Transportation	397,167	470,225	392,250	Adjust to actual projected expense
590 · Miscellaneous Purchased Service	104,715	70,674	88,634	
570 · Food Service Management	-	-	-	
521 · Liab/Property/Flood Insurance	54,003	68,329	68,329	
550 · Printing and Binding	3,490	5,000	5,000	
540 · Professional Advertising	65,870	59,000	59,000	
530 · Communications	30,991	43,000	43,000	
580 · Travel	53,609	64,500	62,000	
Total 500 Other Purchased Services	730,977	808,228	745,713	
600 Supplies				
615 · Supplies Technology	13,018	60,000	45,000	
640 · Textbooks/Workbooks	32,944	35,000	35,000	
622 · Electricity	59,684	65,000	55,000	
610 · Materials and Supplies	198,677	143,000	168,000	Uniform expnese add in supplies
Total 600 Supplies	304,323	303,000	303,000	
800 Other Objects				
810 · Dues and Fees	65,604	59,735	50,985	
897 · Insurance per child	-	37,960	34,310	
895 · Miscellaneous non-public Expens	54,789	48,000	48,000	
Total 800 Other Objects	120,393	145,695	133,295	
Total Expense	5,856,380	6,159,406	5,926,825	
Net Income	(68,881)	(0)	1,144	

Coversheet

Student Fee Policy

Section: V. Governance
Item: B. Student Fee Policy
Purpose: Vote
Submitted by: Sean Wilson
Related Material: IHSNO P&P Student Fees-DRAFT-2019-0930.pdf

BACKGROUND:

The Louisiana Department of Education requires all public schools to adopt a policy around student fees. The policy must include language around waivers. Additionally, the policy must be included on the school's website and in the Parent and Student Handbook. The policy must be adopted and implemented by December 1, 2019.

RECOMMENDATION:

To adopt the policy regarding student fees.

POLICY

STUDENT FEES

7000.09.04.06

In response to Act 240 of the 2019 (R.S. 17:177), IHSNO may collect fees on an annual basis. Fees are assessed based on prevailing cost of services provided through the school to students and for the purpose of supporting curricular and extra-curricular activities. Fees are non-refundable and will not be prorated.

Rationale:

Fees are to be recorded as revenue when received.

Fee Types:

Athletics Fee: up to \$800

Covering team expenses such as uniforms, equipment, referees, field rental, transportation, awards, and celebrations.

Band Fee: up to \$150

Covering the repair of instruments, purchasing materials, and transportation

Cheerleader and Dance Team fee: up to \$150

Covering team expenses such as uniforms, equipment, transportation, awards, and celebrations.

Commencement 12th grade: up to \$600

Graduation ceremony, ring ceremony, cap and gown, senior lunch, senior portraits, etc.

Field Trip Fee: varies depending on venue and destination (e.g., international travel \$3,000)

Cover expenses for excursions and learning experiences including lodging, admission, meals, and transportation.

School Budget: \$200 for Freshmen, Sophomores, and Juniors

Includes uniform (3-polo shirts, 1-spirit shirt, 1-sweatshirt, 1-pair black Adidas tennis shoes, 1-ID lanyard) and Technology fee \$50

School Supply Fee: up to \$25 per class

Supplementing the costs of materials for special projects.

Student Activity: \$25

Cover expenses supplementing the cost of school-wide and grade level specific events.

Other Fees:

P.E. Uniform: \$25

Yondr Pouch Replacement: \$35

Junior Ring Ceremony \$30

Early Phone Release: \$25

Yearbook: \$60

Dances: up to \$75

Student Fee Waiver Requests

Parents and guardians may request a Fee Waiver or Fee Reduction by completing a Student Fee Waiver Request. The Fee Waiver Request is available in the school's front office. The Principal or Principal's Designee will review each request and decide within 10 business days. The family meeting the criteria will be eligible for a reduction or waiver of fees:

- Receiving public assistance
- Providing foster care services
- Experiencing homelessness

The school will seek additional documentation from parents and guardians not meeting the above criteria to support the request for a reduction or waiver of student fees.

The Chief Executive Officer has the authority to amend the policy, provided such amendments are provided to the VIBE Board.

Coversheet

Special Education Advisory Council

Section: V. Governance
Item: C. Special Education Advisory Council
Purpose: Vote
Submitted by: Sean Wilson
Related Material: IHSNO P&P SpEd Council-DRAFT-2019-0930.pdf

BACKGROUND:

The LDE requires all school districts to establish a Special Education Advisory Council. The district is to report to the LDE by June 30 of each year the disposition of the council. The SEAC composition requires 50% of parents/guardians, 25% of teachers/school-based personnel, and 25% other special education stakeholders.

RECOMMENDATION:

Adopt the Special Education Advisory Council policy as written.

SPECIAL EDUCATION ADVISORY COUNSEL

POLICY

1000.2019.05.01

The policy of the International High School of New Orleans according to R.S. 17:1944.1 and 3966(B)(54) is create and implement the Special Education Advisory Council (SEAC). The SEAC provides advise and feedback regarding special education policies, procedures, and resources. The council shall also engage in outreach activities to the community at large to increase the level of knowledge, support, and collaboration with respect to special education.

Composition of the Special Education Advisory Council shall include:

- 50% of parents or guardians of students with disabilities enrolled in IHSNO;
- 25% of teachers, principals or paraprofessionals; and
- 25% of other special education stakeholders.

The CEO/Head of School shall:

- appoint the chair of the special education counsel;
- seek applications from parents for counsel membership;
- ensure the Special Education Advisory Council meets three (3) times per year;