



# Voices for International Business and Education

## VIBE Academic Committee Meeting

Academic Committee

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### Date and Time

Tuesday October 13, 2020 at 6:00 PM CDT

### Location

Zoom Call

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Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

Topic: VIBE Academic Committee Meeting

Time: October 13, 2020 @ 06:00 PM Central Time (US and Canada)

Join Zoom Meeting

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**MISSION:** To educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages and intercultural appreciation to succeed in a global economy.

#### **ACADEMIC COMMITTEE GOALS:**

- **GOAL 1:** Monitor and increase the progress of SPS.
  - **GOAL 2:** Streamline the academic dashboard.
  - **GOAL 3:** Monitor ACT Progress.
  - **GOAL 4:** Monitor and increase the effectiveness of the distance learning program at IHSNO.
- 

#### **Agenda**

##### **I. Opening Items**

- A.** Record Attendance
- B.** Call the Meeting to Order
- C.** Approve Minutes

Approve minutes for VIBE Academic Committee Meeting on September 8, 2020

##### **II. HEAD OF SCHOOL UPDATES**

###### **A. UPDATES**

- Final preparations for the students' physical attendance at the IHSNO building
- Final items that still need to be addressed for the students' physical attendance at the IHSNO building
- Assistance needed and/or requested

##### **III. SCHOOL CULTURE UPDATE**

**A. School Culture**

- Policy
- Capturing Kids' Hearts

**IV. SCHOOL IMPROVEMENT/ACADEMICS**

**A. SCHOOL IMPROVEMENT**

- Organizational Chart
- Intervention strategies for Hispanic students
- New ACT program (description and implementation)
- Updated Academic Dashboard (data available to date)
- Preliminary results of students' diagnostic tests if available

**B. DISTANCE LEARNING SIMULATION-PART 2**

**C. APPROVE 20-21 PUPIL PROGRESSION PLAN**

**V. OTHER BUSINESS**

**A. OTHER BUSINESS**

- Next Meeting...November 10, 2020 @ 6:00 PM
- Next Meeting Agenda Items
- Public Comment

**VI. Closing Items**

**A. Adjourn Meeting**

# Coversheet

## Approve Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for VIBE Academic Committee Meeting on September 8, 2020

APPROVED



# Voices for International Business and Education

## Minutes

### VIBE Academic Committee Meeting

Academic Committee

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#### Date and Time

Tuesday September 8, 2020 at 6:00 PM

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Time: September 8, 2020 @ 06:00 PM Central Time (US and Canada)

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#### **ACADEMIC COMMITTEE GOALS:**

- **GOAL 1:** Monitor and increase the progress of SPS.
- **GOAL 2:** Streamline the academic dashboard.
- **GOAL 3:** Monitor ACT Progress.
- **GOAL 4:** Monitor and increase the effectiveness of the distance learning program at IHSNO.

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#### **Committee Members Present**

A. Berger (remote), C. Young (remote), G. Lazard (remote), G. Medford (remote), J. Carreno (remote), L. Scott Porter (remote), S. Thomas (remote), S. Wilson (remote)

#### **Committee Members Absent**

*None*

#### **Guests Present**

T. Huynh (remote)

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### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

G. Lazard called a meeting of the Academic Committee of Voices for International Business and Education to order on Tuesday Sep 8, 2020 at 6:03 PM.

G. Lazard called a meeting of the Academic Committee of Voices for International Business and Education to order on Tuesday Sep 8, 2020 at 6:03 PM.

#### **C. Approve Minutes**

G. Medford made a motion to approve the minutes from VIBE Academic Committee Meeting on 08-04-20.

L. Scott Porter seconded the motion.

The committee **VOTED** unanimously to approve the motion.

## **II. HEAD OF SCHOOL REPORT COVID - 19 PLAN IMPLEMENTATION UPDATE**

### **A. HEAD OF SCHOOL REPORT COVID - 19 PLAN IMPLEMENTATION**

- Sean Wilson discussed the Head of School Report COVID-19 Plan implementation.
- Sean Wilson discussed distance learning and curriculum as it pertains to COVID-19. He spoke about the training of teachers and administrators-its successes, challenges, curriculum, and instruction budget update.
- Sean spoke about revenue and expenditures of the current school year.
- Questions were addressed.

## **III. School Culture COVID -19 PLAN IMPLEMENTATION UPDATE**

### **A. School Culture**

- Charles Young addressed IHSNO Culture Department.
- Charles Young discussed challenges and successes of the IHSNO's Culture Department.
- Charles Young spoke about teacher's and student's adapting the distance learning culture as it pertains to challenges and difficulties.
- Charles Young discussed having a meeting with each department to discuss the Culture of IHSNO.
- Charles Young discussed implementation of the Culture Distance Learning policies.
- Questions were addressed about the policies that were implemented.

## **IV. SCHOOL IMPROVEMENT/ACADEMICS/COVID -19 PLAN IMPLEMENTATION**

### **A. SCHOOL IMPROVEMENT**

- Adierah Berger discussed challenges and successes of IHSNO.
- Adierah Berger discussed challenges of virtual learning and not being able to seeing the students in person and attendance challenges.
- Adierah Berger discussed successes of virtual learning for students.
- Questions were addressed about LDE and TOPS scholarships without ACT scores.
- Questions were addressed about issues and concerns about the success and challenges of students with distance learning attendance etc.
- ACT/SAT statewide testing makeup testing for Seniors will take place in October 2020.

- Discussion about ACT Program and Prep Course. There will be a ACT boot camp that will place on the weekends.
- Discussion about the Organizational Chart.
- Discussion about the Corrective Action Plan submitted to LDE about the urgent intervention plan for Latino/Hispanic IHSNO students.
- IHSNO is not required to submit reporting to the State of Louisiana because IHSNO is not in corrective action mode for Hispanic students.
- Questions were addressed for IHSNO as it pertains to EL students. IHSNO has a plan in place and has been addressing the needs of EL students through the plan that addresses curriculum and social environment.
- Discussion about the Academic Dashboard updates which will take place monthly.

## **V. OTHER BUSINESS**

### **A. OTHER BUSINESS**

- Next Meeting will take place on October 13, 2020.
- There was no public comment.

## **VI. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:26 PM.

Respectfully Submitted,  
G. Lazard

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## **Documents used during the meeting**

- Academic Dept Monthly Budget-2020-0731.pdf
- Student Behavior Management Policy for Distance Learning-2020-0831.pdf
- Academic CMTE Dashboard-2020-0831.pdf
- 2020-21 Detailed Org Chart 2020-0831.pdf



# Coversheet

## SCHOOL IMPROVEMENT

**Section:** IV. SCHOOL IMPROVEMENT/ACADEMICS  
**Item:** A. SCHOOL IMPROVEMENT  
**Purpose:** Discuss  
**Submitted by:** Adierah Berger  
**Related Material:** 2020-21 IHSNO PPP-DRAFT-2020-0929.docx  
ACT SY'2020 Prep Plan-2020-1010.pdf  
EL Students and Supports-2020-1010.pdf

### BACKGROUND:

Annually, all Local Education Agencies must create a Pupil Progression Plan addressing student entry, progression, and exit from schools and other educational institutions. The IHSNO Pupil Progression Plan reflects our actions, guidelines, and practices to ensure all students receive appropriate education attention to progress academically.

### RECOMMENDATION:

The Academic Committee to review and propose adoption of the Scholastic Year 2020-2021 Pupil Progression Plan.

# **2020-2021 Pupil Progression Plan**

**Local Education Agency:**

**VOICES FOR INTERNATIONAL BUSINESS AND EDUCATION**

## 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 has established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#), 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, credit recovery, 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](mailto:ppp@la.gov).

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## 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.**

## 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.

Update to template for 2020-2021 school year:

*Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.*

***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, birth certificate, court custody assignments, state assigned guardianship, current Individual Education Plan, current 504 plan, and state immunization records.
- 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 the previous school. The report card must reflect Carnegie units earned. 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 database 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 9<sup>th</sup> 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.
- Transfer Students from Foreign Countries: When receiving an international student, the school shall investigate the student's official foreign transcript and the composition of the foreign school's instructional program. Upon the recommendation of the Review Committee, the Principal will determine student placement and/or credits.

## 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.

## 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*



## Promotion and support 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 subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments in the spring 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 9<sup>th</sup> Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic 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.

## High School Considerations

### Instructional Minutes

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

### Individual Graduation Planning

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

### Financial Aid Planning

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

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

### **Early Graduation**

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

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

### **Credit Recovery**

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-

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

## **NCAA Policy**

### **Nontraditional Courses**

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

### **Information for school administrators**

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

### **Credit recovery programs**

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

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

## **Distance and E-Learning Environments**

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

***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.***

- 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. Grade classifications are:
  - 9th Grade Fewer than or equal to six and a half (6.5) units .....0- 6.5
  - 10th Grade 7 or more and less than fourteen units .....7-13.5
  - 11th Grade 14 or more and less than twenty-one units.....14- 20.5
  - 12<sup>th</sup> Grade Twenty-one or more units.....21 or more
 and is eligible to complete the 32 IHSNO required units needed for graduation
- 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 will follow the IHSNO course progression when determining courses for early graduation.

9th	10th	11th	12th
English I	English II	IB English III	English IV
English I Apps	Lang II	IB Language I	IB Language II
Lang I	Civics	US History	World History
World Geog	Chemistry	Biology	Anatomy & Physiology
Env Sci	Geometry	Algebra II	Probability & Statistics
Alg I	Vis Art / Film	Elec	Elec
Alg I Apps	PE II	Elec	Elec
PE/Health	Elec	Elec	Elec
Study Skills I	Study Skills II	Study Skills III	Study Skills IV

- Early graduation course requests will be honored based on availability of courses.
- IHSNO is a language focused 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 9<sup>th</sup> grade year, and approved early release.
- 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.

## 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.

Students 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.

## 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.***

### ***Homebound Instruction***

- 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 the 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.

### ***Placement of English Language Learners***

- The International High School student registration packet includes a Home Language Survey. Based on the results of the survey, students are flagged and screened using the English Language Proficiency Screener (ELPS) within thirty days for English proficiency. If results indicate that the student is limited in English proficiency, they will be tracked as LEP students, provided needed accommodations, and administered the ELPT test.



**Academic Remediation**

- 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.
- 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.

**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: Students 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 end of course 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 files are examined for student growth.

## 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.***

### Overage Students

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:

- Students meet with counselor to plan summer credit recovery requirements to ensure enough credits are earned before reaching maximum age.
- Students are referred to alternative accelerated school for further study.
- Students are referred for HiSet diploma.
- Students with multiple grade retentions are referred to the SBLC to determine the best course of action.

### Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in IHSNO, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval. Eligibility: Parents seeking homebound services for a student should request an application from the student's school. IEP or SBLC team will review parent requests, medical information, and other supporting documents. The SPED Coordinator must approve these services.

## 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:*

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

*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 the second or the fourth quarter, they fail the entire course. The final grade for a course is computed as 70% of the average of the two marking periods 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 second or fourth quarter will receive an "F" for the full course, 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:*

- 9th Grade Fewer than or equal to six and a half (6.5) units .....0- 6.5
- 10th Grade 7 or more and less than fourteen units .....7-13.5
- 11th Grade 14 or more and less than twenty-one units.....14- 20.5
- 12<sup>th</sup> 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.*
- To pass a one-unit course, a student must earn a grade of "D" or higher for the academic year. If a student fails the second or the fourth quarter, they fail the entire course. The final grade for a course is computed as 70% of the average of the two marking periods 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 enrolled in a LEAP course must take the LEAP 2025 assessment(s) at the end of the semester in which they are enrolled.

Additional LEA policies related to student placement, promotion, etc.

***In the space below, please describe any additional LEA policies related to student placement and promotion, etc. that have not been addressed in other sections of this document.***

***Note: This may include course pre-reqs, class ranking, etc.***

- IHSNO will follow the IHSNO course progression when creating students' schedules
- Students' progress through high school by acquiring the appropriate number of Carnegie Units for each grade level. Students are encouraged to enter the International Baccalaureate (IB), and/or dual enrollment classes.
- Students who are entering the 9<sup>th</sup> grade will be required to enroll in prerequisite course sections: Pre-English I, and Pre- Algebra I.
- Students who are entering 11<sup>th</sup> grade will be required to enroll in IB English III. During the beginning of the 2021-2022 school year, 12<sup>th</sup> grade students will be required to enroll in IB English 4 course section.

## LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) Voices for International Business and Education 2020-2021 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



## **ACT Prep Plan 2020**

**ACT Daily Practice in Curriculum:** Teachers will receive professional development sessions by department and subject on how to incorporate ACT style questioning to the current content and curriculum. After the training, teachers will incorporate ACT style questions on their lessons using their current curriculum.

**ACT Mastery Prep:** IHSNO is implementing an ACT prep program that includes practice and assessments for all students in grades 9 through 12. ACT Mastery prep is an online program aimed at increasing college-ready scores for students. The program provides a step-by-step guide to ensure student success. ACT MasteryPrep will be used during advisory as a self-paced practice each day.

**Mock Assessments:** IHSNO will administer two ACT Mock assessment sessions within the school year. The first assessment will be held during the Fall semester and the second assessment will be held during the Spring semester. Testing will be completed using MasteryPrep Online for test analysis and the creation of Study Hall. The assessment plan is grade-level based.

- 9th-grade students will receive the practice test. This test will be administered section by section, over a specified time with breaks. English and Reading assessments will be administered in Fall. Math and Science assessments will be administered in Spring.
- 10th-grade students will receive all sections of the practice test over a specified time. In Fall, they will have increased time to complete the assessment. In the Fall, they will be assessed in real-time.
- 11th-grade students will receive the full practice test. The test will be administered using proctors and actual ACT timing during both the Fall and Spring sessions.
- 12th-grade students will receive the full proctored and timed assessment in Fall and the practice ACT WorkKeys assessment in Spring, followed by the real WorkKeys assessment.

**ACT Prep Saturday Program:** IHSNO will offer Saturday ACT Prep class from 10 am to 2:00 pm. This class will be open to Seniors in Fall and Juniors in Spring. The class will have the structure of 3 hours of instruction followed by a real-time practice test section for the subject covered that day. Students will use the Mastery Prep Bootcamp program ([link to statistics](#)) for test-taking strategies. The Program will be structured as:

- 1st Saturday: ELA



- 2nd Saturday: Math
- 3rd Saturday: Reading & Science

**Incentives:** Students showing growth and hitting ACT benchmarks will be recognized by IHSNO. Incentives will include IHSNO gear, field trips (if possible), gift cards, etc.

**Study Hall:** Study Hall is a Mastery Prep program for use with practice testing. It pulls student data from tests and prepares the needed content practice for student use. This customized approach will help students accelerate their content knowledge while focused on their areas of need. IHSNO will use a portion of Asynchronous Wednesday time as ACT Prep Study Hall.

**Benefits:** There are many benefits to having all portions of this program in effect. These benefits include but are not limited to:

- A pathway for successful completion from 9th grade to graduation as it begins preparation for ACT in reasonable steps from 9th grade.
- Will give students much more content and practice test experience before the official score is needed.
- Reduce test anxiety by building familiarity with the ACT.
- Address content deficiencies to assist with normal coursework.
- Allows a longitudinal study of our effectiveness in content instruction by analyzing 9th through 12th-grade results.



## EL Students and Supports September 2020

The following are the classes, programs, and supports provided to EL students that have been adapted to virtual, blended, and in-person learning.

### Courses

#### SEMESTER 1

- **ESL 10 and ESL 11/12 Course:** This course is designed for all new and returning 10th, 11th, and 12th grade English learners. This course is co-seated to ensure all EL students have access to an ESL class this semester that allows for daily check-ins, continued English acquisition, and time to work on assignments in other classes.
  - **Daily check-ins:** Check-ins in this class identifies students in need of support, students with attendance challenges, and students who are moving as expected. Based on the check-ins, the ESL Coordinator can identify the needs of the students more effectively and contact the family, Social Workers, and other stakeholders for support.
  - **English acquisition:** Much of this class time is dedicated to continuing to increase English proficiency. Students in this class are at varying levels of acquisition, requiring programs that are easily modified and self-paced. Students use Language Tree Online, English Central, and Scholastic Action magazine. These programs can and are expected to also be used outside of class time for autonomous learning.
  - **Help for other classes:** This course has dedicated time to complete assignments for other classes. This is generally the last 30 minutes of class once students have finished their ESL assignment for the day. This time is adapted to individual and small group needs. Additionally, when students need to complete assignments, tests, etc., teachers will often communicate this with the ESL Coordinator who then, assigns the students this work to be completed during this time. This also allows the students to have assistance on work for other classes as needed.
- **English Elective:** This course is for all new arrivers and 9th grade ESL students. This course is like the ESL class described above, with the main differences being an increased amount of support to students, lower levels of English proficiency, and increased amounts of help needed in other classes.
  - **Daily check-ins:** The focus this year has been to teach the students how to use a computer through the computer, and how to use applications such as Chrome, Gmail, Google calendar, Schoology, and other curricular programs. A daily log is maintained of





who is coming to class, who is participating, and who is having tech issues. The needs of the students are communicated to the appropriate department if necessary.

- **English acquisition:** Many of these students are at the beginner level of English. English Tree Online is used as a diagnostic test to indicate individual English language levels. Students work through the most basic modules to learn English. They dedicate time to work outside of class as well.
- **Help for other classes:** This time is used to work individually or in small groups on assignments for other classes, mainly focusing on Pre-Algebra, World Geography, and Health during the first semester.
- **Physical Science ESL:** This is the Freshman Science credit for 9th grade EL students at the beginning or low-intermediate level of English proficiency. This class is taught according to LA state Science standards, using the Savvas Physical Science curriculum. The class has modified pacing to allow for extra time to focus on scientific vocabulary and to break down concepts into smaller daily objectives while remaining on-level with state standards. Additionally, this class requires Math skills in the Physics units that align closely with skills required in Algebra and therefore allows for reinforcement of those skills.

#### SEMESTER 2-

- **ESL 2 and ESL 3:** This class includes students that need continued ESL class support from the cohort in ESL 10 and ESL 11/12. Those students that demonstrate a need for continued support in academics, socioemotional well-being, attendance, discipline, and/or English acquisition will remain in ESL class to receive those supports.
- **ESL 9:** This class includes the same cohort of students from English Elective in Semester 1 and will be a continuation of check-ins, language acquisition, and support for other classes. As students' progress in their English levels and basic skills, they will continue to Level 2 of Language Tree Online and will be introduced to English Central and Scholastic Action.
- **English I ESL:** This is a core credit class that allows beginning and low proficiency students to begin accessing the 9th grade ELA curriculum. Louisiana has stated that it is necessary for students to have immediate exposure to an on-level ELA curriculum regardless of their language proficiency, reading, or writing level. The 9th-grade HMH curriculum is followed with little to no skipping of assignments or texts. However, the pace is much slower and there are several scaffolds and modifications provided to allow students to access and discover deeper meaning and analysis of the text.
- **Native Spanish 3 and 4:** In addition to ESL classes, IHSNO also provides Native Spanish classes for beginning and low proficiency ELs. This course allows students to continue to build literacy in



their native language, which is beneficial both academically, culturally, and emotionally. At IHSNO, we communicate to these students that it is imperative that they acquire English as quickly as possible, but not be forced to stop developing high-level thinking and literacy skills in their native language. It also allows them to be interconnected as a community and with their culture during the difficult acclimation to a new country, language, and school system. Finally, this allows students to either continue to IB Spanish SL course as Juniors or explore a third language when they feel more comfortable with English in 11th grade.

### Programs

- **Language Tree Online English Language Development Program:** Language Tree is a highly recommended and accredited online resource for instruction and support of new arrivals, beginning, and intermediate ELs at the high school level. The program effectively supplements in-class ELD/ELA instruction by helping teachers better understand the specific literacy gaps of their English learners by beginning with a standards-based diagnostic assessment. It also provides personalized one-on-one standards-based online instruction and classroom activities to reinforce skills critical for academic success based on Diagnostic Test results and at an appropriate level for individual students.
- **English Central:** English Central is a leading provider of online English practice and has Academic English programs that start at the most basic level and move towards full fluency. Courses include engaging YouTube videos, focused vocabulary practice, and online speaking practice with feedback on how to improve pronunciation. This program also allows students to practice speaking, even when they are at home during virtual learning. No matter when students arrive, they can begin working at their appropriate level and advance through the set sequence at their own pace. English Central is used in all ESL classes.
- **Scholastic Action:** Action is designed to support challenging ELA standards with authentic texts that help students in reading, writing, speaking, and listening, and language domains. Articles range from a 5th to 8th-grade reading level and are designed to engage secondary level students. Reading and exercises support specific Common Core ELA standards. Action provides a rich array of tools to support the EL students in the classroom, including vocabulary slideshows with visual and audio pronunciation, questions crafted specifically for ELs, articles at three different Lexile levels for differentiation, engaging videos, and text to speech options. The lessons allow students to continue to acquire academic English while simultaneously practicing ELA Common Core standards and filling knowledge gaps in content areas including ELA, Science, and Social Studies. Action magazine is used in all ESL classes.
- **Savvas Realize Physical Science Online Text and Curriculum:** Savvas Realize is an online curriculum that includes a Teacher book, student books, student workbooks, quizzes, and



assessments in both English and Spanish. The program provides a scope and sequence and materials for Physical Science that is vertically aligned to the other Science classes to which ELs will matriculate.

- **HMH Collections:** HMH is the tier 1 ELA curriculum adopted by IHSNO that is used for English I ESL class. It is imperative that students are exposed to the on-level curriculum within their first year to familiarize themselves with the content. HMH provides specific EL supports.

#### Student and Teacher Supports

- **Tulane Tutoring:** Tulane tutoring is a well-established program that has continued to help ELs stay on track with grades. Tulane students tutor IHSNO EL students to acquire their required service-learning hours through the Tulane Service-Learning Department and Hispanic Studies class. Tutors are helping students with both content and technology. Tutors are matched with students based on tutors' academic interests and students' academic needs.
- **EL Accommodations:** All EL students receive accommodations offered through the LDOE outlined in the State Checklist [here](#). Students receive extra time on assignments and tests, word to word dictionaries on assignments and tests, and modified or shortened assignments and tests on an as needed basis according to individual levels and needs. IHSNO teachers analyze student levels, previous work, and individual levels to determine what accommodations students will receive. This ensures students who need accommodations are receiving them, and students who do not need accommodations are being challenged to work on level with their peers.
- **Teacher and Department Collaboration:** IHSNO faculty and staff have adopted the very important and inclusive framework that all teachers are ESL teachers and all faculty and staff are responsible for the academic achievement, support, and well-being of ELs. As such, there is a well-established communication system between departments/teachers and the ESL Coordinator. The collaboration covers ideas for modifying assignments and assessments, providing scaffolding, creating plans for extra time and extra help especially with missing assignments, identifying individual student needs and plans, communicating with families, communicating with students, and a myriad of other support needs that arise.
- **Progress Report and Report Card Check-Ins:** Another long-established procedure in the ESL department is tri-weekly grade check-ins when progress reports and report cards are released. After students complete a reflection form, they meet individually with the ESL Coordinator to review grades and missing assignments and to create an action plan to complete missing assignments. Constant monitoring of grades and teaching students to self-monitor and maintain progress has been the most effective procedure for matriculating and eventually graduating students.