Voices for International Business and Education

VIBE Governance Committee Meeting

Governance Committee

Date and Time

Monday November 2, 2020 at 6:30 PM CST

Location

International High School of New Orleans

Community Room

727 Carondelet Street

New Orleans, LA 70130

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

Join Zoom Meeting

https://us02web.zoom.us/j/83917030049?pwd=T0JjMW0rQUN4YnZHeHN4U3U4RnRRQT09

Meeting ID: 839 1703 0049

Password: 5B!44q

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Agenda

I. **Opening Items**

    A. Record Attendance

    B. Call the Meeting to Order

        Senate bill No 466 passed in 2020 to authorize public bodies to conduct certain meetings electronically during certain states of emergency or disaster;

        Per RS 42:17.1 (2) (c):

        Matters that are critical to the continuation of the business of the public body and that are not able to be postponed to a meeting held in accordance with the other provisions of this Chapter due to a legal requirement or other deadlines that cannot be postponed or delayed by the public body.

    C. Approve Minutes from the October 2020 Governance Committee Meeting

II. **Governance**

    A. Charter School Performance Compact

    B. Review of IHSNO Leadership Manual

    C. Student Privacy Policy -DRAFT-2020-1015

    D. Charter Renewal Approval Notification

        Given the waiver of annual assessments, the 2018-2019 school performance scores and progress index were applied
to the renewal standards, during the 2020 renewal cycle. In doing so, it was determined that International High
School of New Orleans is eligible to receive a new 4 year operating agreement, commencing July 1, 2021, for

International High School of New Orleans. On October 14, 2020 the Louisiana State Board of Elementary and

Secondary Education approved the renewal of the charter contract for a 4-year term.

III.   Mid-Year VIBE Board Assessment

A.   Discuss Mid-Year Assessment Questions

B.   Vote on Final Questions for Mid-Year Assessment

IV.   Other Business

A.   Next Meeting - Tuesday, December 1, 2020

B.   Next Meeting - Agenda Items

1. Update on Board Recruitment
2. Review Answers to Mid-Year Board Assessment
3. Continue Discussing Charter School Performance Compact / Creating a Timeline System

V.   Closing Items

A.   Adjourn Meeting

Coversheet

Approve Minutes from the October 2020 Governance Committee Meeting

Section:	I. Opening Items
Item:	C. Approve Minutes from the October 2020 Governance Committee Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for VIBE Governance Committee Meeting on October 6, 2020

Voices for International Business and Education

Minutes

VIBE Governance Committee Meeting

Governance Committee

Date and Time
Tuesday October 6, 2020 at 6:30 PM

Location
Zoom Call

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

Join Zoom Meeting
https://us02web.zoom.us/j/83917030049?pwd=T0JjMW0rQUN4YnZHeHN4U3U4RnRRQT09
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Dial by your location
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      +1 301 715 8592 US (Germantown)
      +1 346 248 7799 US (Houston)
      +1 669 900 6833 US (San Jose)
      +1 253 215 8782 US (Tacoma)
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Committee Members Present
G. Medford (remote), J. Lampton (remote), S. Thomas (remote), S. Wilson (remote), T. Huynh (remote)

Committee Members Absent
M. Roney

Guests Present
Quan Le (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

J. Lampton called a meeting of the Governance Committee of Voices for International Business and Education to order on Tuesday Oct 6, 2020 at 6:38 PM.

C. Approve Minutes from the August 2020 Governance Committee Meeting

G. Medford made a motion to approve the minutes from VIBE Governance Committee Meeting on 08-11-20.
J. Lampton seconded the motion.

• Minutes are approved unanimously.

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

II. Governance - VIBE Board Membership

A. Quan Le Interview

• Quan Le has already attended a required Board Meeting in the past.
• Quan Le spoke about his background and his resume.
• Quan Le answered questions about his background and experience on his resume that he has submitted to Board Members to review.
• Quan Le addressed his letter of intent that he has submitted to the Board.
• Quan Le expressed that he would be able to participate in Board Meetings and being an active member of at least 2 Committees.
• Quan Le answered questions by Board Members.

B.

Board Member Recruitment

- Jennifer Lampton gave a brief description of the different Board Committees.
- Quan Le answered questions as it relates to the Committees that he would be interested in joining.
- Quan Le expressed that he would be interested in joining the Governance and Finance Committees.
- Quan Le expressed that he would be open to being joining different Committees.

J. Lampton made a motion to Made a recommendation on changing the agenda to make an amendment to the agenda to vote on recommending Quan Le to be a VIBE Board Member.
G. Medford seconded the motion.

- The agenda has been amended.
- Committee members agree that Quan Le would be a great addition to the Board.

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

- Committee members discussed the different Committees and the ones that Quan Le may be interested in,
- Committee made some suggestions on some of the ones that would need participation.

C. **Amendment to VIBE Board Admittance Requirement - School Tour**

- In the midst of COVID-19, IHSNO is not currently able to provide School Tours.
- IHSNO will have a virtual tour of the school available soon.
- School Tour requirement may change when virtual tour becomes available.

G. Medford made a motion to Recommend Quan Le as a candidate to the Board during the VIBE October Board Meeting.
J. Lampton seconded the motion.

- There was no public comment

The committee **VOTED** unanimously to approve the motion.
J. Lampton made a motion to Recommend Quan Le to the Development and Governance Committee.
G. Medford seconded the motion.

- No public comment was made

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

III. Mid-Year VIBE Board Assessment

A.

Discuss Content and Format of Mid-Year Assessment

- Discussion about Mid-Year Assessment for the Members.
- Discussion about assessment in the mid-year to collect data and then have an end of the year evaluation.
- Discussion about creating a mid-year assessment so that it can help members have a better understanding of the value of their membership as it relates to being a Board Member.
- Discussion about gathering qualitative information for Board Members.

IV. Other Business

A. Next Meeting - Date

- The next Governance Committee Meeting will take place either on November 4, 2020 or November 2, 2020. Dr. Shontell Thomas will check with the Facilities Committee Meeting will move their meeting to the same date so that both meetings can take place on the same day.

B. Next Meeting - Agenda Items

- There will be a discussion about finalizing Mid Year Assessments. Communication about this will most likely take place through email.
- The committee can start discussing Charter School Performing Contact and maybe start creating a timeline system to meet those benchmarks, compliance, and deadlines.

V. 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 7:47 PM.

Respectfully Submitted,
J. Lampton

Documents used during the meeting

None

Coversheet

Charter School Performance Compact

Section:	II. Governance
Item:	A. Charter School Performance Compact
Purpose:	Discuss
Submitted by:	
Related Material:	Charter Performance Compact-TEMPLATE.pdf

LOUISIANA CHARTER SCHOOL PERFORMANCE COMPACT

TABLE OF CONTENTS

INTRODUCTION

Louisiana charter schools are public schools operated by non-profit boards that are allowed increased autonomy in exchange for increased accountability. Louisiana has six types of charter schools. Three of those types of charter schools, Type 2, Type 4, and Type 5, are authorized by the state Board of Elementary and Secondary Education (BESE). The Charter School Performance Compact (CSPC) is the accountability framework for all charter schools authorized by BESE, and it also ensures that the Louisiana Department of Education (LDOE) is accountable to charter schools.

The LDOE is accountable for implementing a rigorous and fair oversight process that respects the operator autonomy that is vital to charter school success. This oversight process ensures that charter schools are serving all students equitably and ensuring the school complies with state law and policy. The objective of the Charter School Performance Compact (CSPC) is to provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring operator autonomy.

It is this mutual obligation that drives the CSPC – a collaborative effort with the common objective of providing Louisiana students with a high-quality education that prepares them for post-graduation academic and career success. The CSPC is an adaptive tool that is subject to continuous review and improvement. Charter schools and the LDOE are charged with working together to ensure that the CSPC is a strong, fair representation of rigorous expectations for high quality charter schools.

The Charter School Performance Compact clearly outlines:

1. LDOE's expectations for all BESE-authorized charter schools,
2. Procedures and mechanisms for gathering data to assess charter school performance relative to these expectations,
3. Specific measurements of school performance for each expectation, and
4. Decision points, actions, and interventions for charter schools based on whether or not they are meeting expectations.

PERFORMANCE EXPECTATIONS
FOR HIGH-QUALITY CHARTER SCHOOLS

The LDOE uses the CSPC to assess schools on their ability to make academic progress with a diverse population of students while operating as sound, independent entities. The CSPC identifies the following set of expectations for high-quality charter schools:

All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.

- High-quality charter schools show evidence of high performance and/or substantial growth in indicators of academic quality.
- High-quality charter schools Identify students' individual academic needs and ensure that all students are making academic growth.

Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.

- High-quality charter schools have a fair, transparent process for enrolling students that abides by Louisiana law and policy.
- High-quality charter schools have a student body that reflects the community in which they are located.
- High-quality charter schools maintain steady levels of enrollment indicating family satisfaction with the opportunities offered to students.
- High-quality charter schools use discipline practices that address behavioral challenges fairly, provide due process, and do not unnecessarily interfere with the provision of instruction.

All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.

- High-quality charter schools identify students that may require additional services or accommodations promptly and in compliance with law and policy.
- High-quality charter schools have the appropriate programming to ensure all students, including those with disabilities and English Language Learners, can excel academically.
- High-quality charter schools maintain compliance with all federal and state laws and policies for special populations.

Schools and governing boards responsibly follow all laws, policies and contractual obligations.

- High-quality charter schools provide a safe and healthy learning environment for all students.
- High-quality charter schools have governing boards that operate in a way that is open, transparent, and responsive to families and the community.
- High-quality charter schools develop and maintain operational policies and procedures that comply with law and policy.

Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.

- High-quality charter schools fulfill their fiduciary responsibilities and act in accordance with law and LDOE requirements.
- High-quality charter schools use public funds properly to support the best interest of students.

ANNUAL ASSESSMENT AND REPORTING
OF CHARTER PERFORMANCE

Data and information collected through monitoring processes is used to produce the Annual Review. The Annual Review is a public document that reports the performance of every charter school according to the expectations for high-quality charter schools outlined in the CSPC. It is released each winter using data to assess the performance of each school in the prior school year.

The Annual Review assesses a school in three areas that correspond to the performance expectations for high-quality charter schools. Each school receives a single score for academic, organizational, and financial performance as based on the metrics in the Annual Review. There are measurements that align to each subcomponent of each expectation. These scores are derived by looking at both quantitative measures of performance as well as compliance-based actions.

Expectation	Area of Annual Review	Types of Measurement	Possible Score
All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.	Academic	School Performance Score (SPS) and Letter Grade	Letter grade A, B, C, D, F, or T
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Organizational	Consideration of data related to enrollment of students who are economically disadvantaged and students with disabilities as well as enrollment stability, discipline rates, and special education indicators

Compliance with enrollment, special education, governance, and safety-related laws and policies | Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations |
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.			
Schools and governing boards responsibly follow all laws, policies, and contractual obligations.			
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	Financial	Performance on annual audits; Financial Risk Assessment; Appropriate use of funds in accordance with law and policy	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations

The Annual Review framework can be found in **Appendix A**.

Performance on the metrics in the Annual Review determines the LDOE's recommendations to BESE related to high stakes decisions, which are described in the section on Accountability Decisions and Interventions. The impact of a school's performance on extension and renewal recommendations is included in **Appendix B**.

MONITORING OF CHARTER SCHOOL PERFORMANCE

Each year, the LDOE assesses each Type 2, 4, and 5 charter school on each component of the Annual Review and reports this information publicly. The LDOE collects the information needed to compile the Annual Review through a set of monitoring and oversight activities. The information collected through these activities is aligned with the performance expectations that charter schools are held to.

Each year, all charter schools are subject to the following oversight and reporting activities.

School Visits

During the year, LDOE staff members visit each charter school at least once and use data to inform the activities that are conducted during the visit(s). Visits may be announced or unannounced. The activities conducted during the visits depend on a school's performance and may include the following.

- Classroom observations
- Staff interviews
- Audit of student files and records
- Review of policies and procedures
- Health and safety review
- Facilities review
- Discussions with school and board leadership

Systematic Review of Data and Documents

As information is reported throughout the school year, LDOE conducts systematic data reviews in order to assess school performance in a variety of areas. Additionally, the LDOE routinely reviews school policies, procedures, and other materials for compliance with law and policy. LDOE's Annual Monitoring Plan outlines the type of data and documents reviewed and the process for doing so. This plan is assessed and updated as needed.

Coordinated Monitoring of Federal Programs

Each Type 2 and Type 5 charter school participates in the annual Coordinated Monitoring process through which compliance with state and federal programs are assessed. This process is conducted by the Statewide Monitoring Team and schools will receive communications regarding this process each year.

Monitoring of Financial Performance

All charter schools are required to submit an Annual Operating Budget, Quarterly Financial Reports, and the Annual Financial Report. Additionally, each school's financial performance is evaluated annually using the Fiscal Risk Assessment. These processes are managed by the Education Finance Team and schools receive ongoing communications throughout the year on requirements and deadlines.

As needed, the LDOE may also assess schools based on information and data collected through:

- Additional school visits
- In-depth reviews of student records including, but not limited to the areas of discipline, attendance, enrollment, testing, special populations, and special education
- Targeted review of school policies
- More in-depth facility reviews
- Discussions with families and community members

ACCOUNTABILITY DECISIONS AND INTERVENTIONS

The LDOE uses information collected from the processes outlined above and the metrics included in the Annual Review for three purposes:

1. To undertake actions and interventions in instances where schools fail to meet expectations in one or more areas;
2. To make high stakes decisions and recommendations related to charter school extension and renewal as outlined in BESE Bulletin 126, *Charter Schools*; and
3. To make decisions and recommendations about charter school expansion and replication.

1. Ongoing Actions and Interventions

Based on the information collected through its monitoring and oversight processes, the LDOE may become aware of concerns related to a school's performance as measured by the CSPC. The LDOE may use this information to address these situations through other interventions including but not limited to:

- Targeted communications with school leaders and board chairs and connection with support organizations
- Additional inquiry and oversight
- Restriction of growth and/or the ability to expand
- Entry into the Accountability Intervention Ladder

Accountability Intervention Ladder

All charter schools are initially considered to be in Good Standing and in compliance with the contract they have with BESE. However, based on routine and ad hoc monitoring and oversight by the LDOE over the course of the school year, may reveal that a school is failing to meet expectations in a certain area that requires immediate remediation. In these instances, the charter school will enter the intervention ladder through the issuance of a Notice of Concern or Notice of Breach.

- **Notices of Concern** are given to schools in instances of less significant non-compliance of law or policy as determined by LDOE staff.
- **Notices of Breach** are given to schools in instances of significant, systemic, or repeated non-compliance of law or policy as determined by staff.

Notices contain specific action steps and due dates required to remedy the issue. Upon remedying the issue, the school returns to Good Standing.

- If a Notice of Concern is not remedied in the time allotted, the school progresses to a Notice of Breach with additional steps required to address the issue.
- If a Notice of Breach is not remedied in the time allotted, additional accountability actions may be taken by the LDOE up to and including a recommendation of revocation to BESE.

In serious situations, failure to remedy a Notice of Breach or repeated Notices of Breach in a single school year can lead to a school entering the charter contract revocation review. Receipt of a Notice of Concern or Breach is considered in the LDOE's assessment of a school's performance, is included in the Annual Review, and can impact decisions related to extension and renewal or expansion.

Revocation Review

In instances where a charter school has ongoing and significant concerns or is threatening the safety, health, and welfare of students, the LDOE can recommend to BESE that the charter be revoked, which may lead to immediate closure of the school. In these situations, the LDOE will engage in a revocation review before making that recommendation.

The revocation review will involve additional data and document collection and may include visits to the school or an in-depth audit to assess financial and organizational health. Findings from the revocation review determine whether a school enters into revocation proceedings or is granted a revised Notice of Breach.

The LDOE recognizes the magnitude of revocation proceedings and only rarely uses this authority in cases of persistent shortcomings or grave incidents that threaten the health, safety, or welfare of students. If a school enters revocation proceedings, the LDOE will follow the revocation procedures outlined in Bulletin 126.

2. Extensions and Renewals

Charter schools are granted an initial contract length of four years. During a school's fourth year of operation, the LDOE assesses each school's performance and makes a recommendation to BESE as to whether the school should be allowed to operate for a fifth year. This is known as the extension process.

During a charter school's fifth year of operation, the LDOE again assesses the school's performance and makes a recommendation to BESE as to whether the school should receive a renewal contract to continue operation. This is known as the renewal process. The renewal process happens in the last year of every charter contract term.

Decisions and recommendations for extensions and renewals are made in accordance with Bulletin 126 and based on longitudinal information over a school's charter term as collected and reported in the Annual Review. Specifically, a charter school's School Performance Score (SPS) and its various components comprise the section of the Annual Review that lays out expectations for academic performance. A school's accountability results, considered against the academic standards for extension and renewal in policy, will inform whether the LDOE recommends a school for extension or renewal, as well as the minimum number of years for the new contract term.

Once a school has been recommended for renewal, the LDOE also determines a recommended renewal term length. The length of the renewal term is guided by a school's performance on the organizational and financial components of the Annual Review over the entire term of the current contract. Schools that continue to meet organizational and financial expectations are eligible for additional years over and above the base number of years earned by their academic performance. In instances where the school has serious, systemic, or repeated non-compliance with organizational or financial standards, the State Superintendent may recommend a term length up to two years shorter than the base number of years.

Extension and renewal standards can be found in **Appendix B**.

3. Charter School Expansion and Replication

Charter schools may seek to serve more students in one of two ways:

- Expansion of the enrollment of a school currently in existence, or
- The opening of a new charter school.

In order to ensure that only the highest-quality schools are expanding, the ability to serve additional students is contingent upon a school's performance as measured by the CSPC and the Annual Review.

The standards for charter school expansion and replication can be found in **Appendix C**.

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APPENDIX A: ANNUAL REVIEW

The Annual Review is a publication that compiles data and information collected from the processes and actions outlined above and provides a year-long evaluation of a school's performance. In the Annual Review, each school will receive academic, financial, and organizational performance ratings.

Schools earn points for indicators where their performance meets expectations based upon a review of available data. These indicators are aligned to each expectation and are outlined below within the categories of academic, organizational, and financial performance. Schools that fail to meet performance indicators, or who enter into the Intervention Ladder for a particular concern, can lose points for organizational or financial performance.

Category	Overall Rating
Academic	SPS/Letter Grade
Organizational	Average of Performance Rating and Compliance Rating Meets All Expectations: 20 points Meets Most Expectations: 11-19 points Does Not Meet Expectations: 0-10 points Performance Rating: Simple average of each performance indicator (0 to 20 points) Compliance Rating: 20 points: No Notices of Concern or Breach 15 points: No more than two Notices of Concern and no Notices of Breach 0 points: Three or more Notices of Concern and no Notices of Breach
Financial	Meets All Expectations: No Notices of Breach or Concern, AND School is in the "no action" category on the Fiscal Risk Assessment (FRA), AND School has unqualified audit with no consecutive or material findings Meets Most Expectations: No more than one Notice of Concern and no Notices of Breach, OR School is in the "monitor" category on the FRA, OR School has an unqualified audit with no more than one consecutive or material findings Does Not Meet Expectations: More than one Notice of Concern or any Notices of Breach, OR School is in the "dialogue" category on the FRA, OR School has a qualified audit and/or two or more consecutive or material findings

Academic Performance

Academic Performance	Indicator	Measurement
All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.	School Performance Score	As defined by Louisiana state accountability in BESE Bulletin 111

Organizational Performance

Enrollment	Indicator	Measurement	Scoring
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged and Students with Disabilities percentage (Type 2 and 4s only)	As defined by law and BESE Bulletin 126	Meets required percentage in both economically disadvantaged and SWD: 20 points
			Meets either economically disadvantaged or SWD requirement but not both: 15 points
			Meets neither economically disadvantaged nor SWD requirement: 0 points
	Re-enrollment of students	Enrollment is based on students with no exit date and no graduation flag; excluding students in the terminal grade at the site (February 1 count to October 1 count of the following year)	More than or equal to 80% of students return: 20 points
			Greater than or equal to 70% but less than 80% of students return: 15 points
			<70% of students return: 0 points
	Suspensions	High School/Combination School National Average OR Elementary/Middle School National Average As defined by Office of Civil Rights Data Collection	At or below the national average: 20 points
			Above 100% and up to 200% of the national average: 15 points
			More than 200% of the national average: 0 points

Special Populations	Indicator	Measurement	Scoring
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.	Students with Disabilities evaluations	Evaluations out of compliance with timelines as measured through a review of SER at a single point in time during the spring semester (percentage of evaluations conducted within the required time frame)	0 to 5% of total evaluations out of compliance: 20 points
			Greater than 5% to 10% of total evaluations out of compliance: 15 points
			Greater than 10% of total evaluations out of compliance: 0 points
	IEP timeline compliance	IEPs out of compliance as measured through a review of SER at a single point in time during the spring semester (percentage of IEPs in timeline compliance on that date)	0 to 5% of total IEPs out of compliance: 20 points
			Greater than 5% to 10% of total IEPs out of compliance: 15 points
			>10% of total IEPs out of compliance: 0 points
	Least Restrictive Environment	Percentage of students with IEPs aged 6-21 served in a regular classroom setting 80% or more of the school day	Between 63.5% and 100% of total students with disabilities population: 20 points
			Between 50% and 63.4% of total students with disabilities population: 15 points
			Less than 50% of total students with disabilities population: 0 points
	Subgroup Performance	Whether or not school has been identified as "Urgent Intervention Required" for any subgroup as measured by the subgroup School Performance Score	School has not been identified as "Urgent Intervention Required" for any subgroup: 20 points
			School has been identified as "Urgent Intervention Required" for one subgroup: 15 points
			School has been identified as "Urgent Intervention Required" for two or more subgroups: 0 points

Organizational Compliance

Enrollment	Indicator	Measurement
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	Non-compliance with admissions, discipline, attendance, and truancy laws and policy, as documented by a Notice of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	Discriminatory or non-compliant practices in admissions for students with disabilities, as documented by a Notice of Concern or Breach

Special Populations	Indicator	Measurement
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	Non-compliance with law or policy governing students with disabilities or Limited English Proficiency (LEP), as documented by a Notice of Concern or Breach

Law and Policy	Indicator	Measurement
Schools and governing boards responsibly follow all laws, policies and contractual obligations.*	Board adheres to state policies regarding governance and compliance	Significant, intentional, or repeated non-compliance with state or federal governance policies including, but not limited to: open meetings laws, public records act, public bid laws, fire and safety laws, health laws, board structure requirements, as documented by a Notice of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	Non-compliance by the governing board or school with the Louisiana Code of Governmental Ethics, as determined by the LDOE, and as documented by a Notice of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	Significant, intentional, or repeated non-compliance with legal and contractual obligations, including but not limited to, background checks, student safety, and student transportation, as documented by a Notice of Concern or Breach
	School has no evidence of intentional violations of required test procedures	Significant, intentional, or repeated non-compliance with state testing policies and procedures and/or evidence of cheating by school staff, as documented by a Notice of Concern or Breach

*Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.

Financial Performance and Compliance

Financial Compliance	Indicator	Measurement
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	LDE Fiscal Risk Assessment	Assessment measured by the most recent Fiscal Risk Assessment
	Annual External Audit Performance	Consecutive or material findings in the annual audit
	School uses federal and state funds in a fiscally responsible and legal manner	Significant misuse of funds, as documented by a Notice of Breach or Concern

APPENDIX B: STANDARDS FOR CHARTER EXTENSION AND RENEWAL

Extension/Renewal Type	Minimum Academic Requirements
Extension or 1st Renewal	"D" or higher letter grade in the most recent year of the contract term
Extension or 1st Renewal, Turnaround Schools Only	"D" or higher letter grade in the most recent year of the contract term OR "F" letter grade in the most recent year of the contract term with a Progress Index equivalent to an A
2nd or Subsequent Renewal	"C" or higher letter grade OR "D" letter grade in the most recent year of the contract term and "C" letter grades for more than half of the letter grades earned during the charter term and the final letter grade earned for the charter's prior term OR D letter grade in the most recent year of the contract term and Progress Indices equivalent to an A for more than half of the Progress Indices earned during the charter's current contract term and the final Progress Index earned for the charter's prior term

*Please consult Chapter 15 of Bulletin 126, Charter Schools for additional provisions related to extension and renewal standards.

Current Letter Grade	Minimum Term Length	Potential Additional Years (Based on Organizational and Financial Performance Over Current Term)	
A	6 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most" Expectations all years	≤ 2 Years
		"Meets All Expectations" all years	≤ 4 Years
B	5 Years	"Does Not Meet Expectations" in any year	No additional years
		"Meets All" and/or "Meets Most" Expectations all years	≤ 1 Year
		"Meets All Expectations" all years	≤ 2 Years
C	4 Years	No additional years	
D, F or no letter grade	3 Years	No additional years	

Notwithstanding, the LDOE may recommend a renewal term that is up to two years shorter than the minimum term length, but no shorter than 3 years for a charter school: 1) where fewer than 50% of the school's enrolled grades are testable under state accountability; or 2) that has significant, intentional, or repeated non-compliance with financial or organizational requirements.

APPENDIX C: STANDARDS FOR CHARTER SCHOOL EXPANSION AND REPLICATION

New or Existing School	Type of Growth	Approval Process	Academic Standard	Organizational and Financial Standard	Other Requirements
Open a New School	Current Louisiana Operator – New Charter Application	**BESE approval required**	All schools have a "C" or higher letter grade OR a "D" letter grade with a progress index equivalent to an A	"Meets All" or "Meets Most" financial and organizational expectations for 3 previous years, or full existence of school if less than 3 years	LDOE recommendation for approval
	Auto-Replication	**Automatic – no BESE or LDOE approval required**	"B" or higher letter grade for previous 3 years AND progress index equivalent to an A for previous 3 years averaged across all of the operator's charter schools	"Meets All" or "Meets Most" financial and organizational expectations for 3 previous years	Notification to LDOE by December 31st of the year prior to opening
	Open a Growth Plan school	**Automatic – no BESE or LDOE approval required**	All schools have a "C" or higher letter grade OR a "D" letter grade with a progress index equivalent to an A	"Meets All" or "Meets Most" financial and organizational expectations for 3 previous years, or full existence of school if less than 3 years	Notification to LDOE by December 31st of the year prior to opening
Grow an Existing School	Growth up to 120% of approved enrollment in contract	**Automatic – no BESE or LDOE approval required**	None	None	None
	Add new grade levels or grow enrollment beyond 120% of approved enrollment in contract	**LDOE approval required**	"C" or higher letter grade OR a "D" letter grade with a progress index equivalent to an A	"Meets All" or "Meets Most" financial and organizational expectations in the most recent year	Submit material amendment request form to LDOE
		BESE approval required	School does not meet performance standards outlined above for LDOE approval	School does not meet performance standards outlined above for LDOE approval	Submit material amendment request form to LDOE

For charter schools run by management organizations, the performance of other charter schools affiliated with the management organization may be considered.

The LDOE may also may consider the financial and organizational performance of the charter operator's schools authorized by local school boards, as applicable and appropriate.

The LDOE may waive one or more of the required performance criteria for: charter schools in the first or second year of operation that have not yet been evaluated for academic, financial, or organizational performance; alternative schools, per Bulletin 111 requirements and schools evaluated pursuant to a BESE-approved alternate framework; or a circumstance where anticipated new students would otherwise predominantly be enrolled in equivalent- or lower-performing or schools.

Coversheet

Review of IHSNO Leadership Manual

Section: II. Governance
Item: B. Review of IHSNO Leadership Manual
Purpose: FYI
Submitted by:
Related Material: IHSNO Leadership Manual-DRAFT-2020-1015.docx

Leadership Manual

The mission of the 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.

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Article I. Introduction to IHSNO

Welcome to the Leadership Team at IHSNO. There are many definitions of a leader. The definitions span the gambit from fierce to servant. Each person's natural leadership style is different and for that purpose I am defining leadership at IHSNO. At IHSNO, we subscribe to Robert K. Greenleaf's, *The Servant as Leader*, to help guide our actions as leaders and members of the community. We are first servants to the community and thereby always seeking to best serve others in getting our work done.

Do not confuse being a Servant Leader as being weak. A Servant Leader helps others achieve their highest potential, while ensuring the organization reaches it goals and aspirations. A Servant Leader is brave.; understanding their frailty, addressing their frailty through feedback, and holding themselves and others accountable to high standards. Servant Leaders address problems rightly and do not shy away from challenges. They are brave as they are always seeking progress.

To fill the role as a leader, a Servant Leader, you must be willing to confront short comings, receive feedback, provide feedback, and listen intently, delivering better outcomes over past performance. The Servant Leader makes their voice known in the work and ensures that all members of the team are prepared to produce at their best. The Servant Leader identifies goals, lead the team to achieve those goals, and pivots when things are not moving in the right direction. The Servant Leader wears many hats constantly pushing to achieve excellence in all areas.

Section 1.01   Purpose of handbook

The purpose of this handbook is to provide guidance to new and experience leaders on how to lead their teams and fulfill their responsibilities in alignment with the Mission and Vision of IHSNO.

Section 1.02   Mission

The Mission of the IHSNO is educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages, and intercultural appreciation to succeed in a global economy.

As leaders of IHSNO, we are commissioned to ensure that our working environment supports and promotes diversity, language learning, and intercultural appreciation as we build a more cohesive and inclusive community. As a communal environment, we work seeing our responsibility omnidirectionally as all members of our environment are clients of the work we do, and we are their customers conversely. Our role in supporting others is focused on student learning and academic gains, teacher advancement, colleague growth, and attention to detail. Attending to details ensures that we growth and are accountable for the outcomes in our respective areas.

Section 1.03   Vision

We envision our students with bright and publicly active lives as compassionate, productive, global citizens positively impacting the world.

The leader's role is to develop those around them through compassionate and factual conversations, by filling in the gaps, taking ownership and responsibility for one's actions and working transparently through all matters. Conversation are about bringing to fruition IHSNO's vision. Every action and interaction are based on respect for the dignity of humanity shaping a foundation bringing about students and adults who are productive, globally minded, and who are positively impacting their local and global communities.

Section 1.04   Developing Leaders with International Perspectives

As the leaders of an institution that promotes understanding of business, multicultural appreciation and foreign language proficiency, we are the first tier of adults responsible to model for our students and our staff what we wish to see in them.

As an IB school, we strive to embody and celebrate the IB learner profile traits adopted as our core values:

- Open Minded
- Inquirers
- Caring
- Knowledgeable
- Thinkers

- Risk Takers
- Principled
- Communicators
- Balanced
- Reflective

Section 1.05   What YOU can Expect from IHSNO

IHSNO believes in creating a dutiful and collaborative working relationship between all employees. To this end, IHSNO has created the following employee relations objectives:

Provide an exciting, challenging, and rewarding workplace and experience with a primary focus on student learning and development.

IHSNO selects employees based on skill, ability, attitude, and character without regard to age, sex, race, religion, national origin, disability, veteran status, political belief, sexual orientation, marital status, or familial status. IHSNO will:

- Hold you accountable for inputs, outcomes, outputs, and throughputs

- Provide continuous learning opportunities

- Provide support in professional development and growth as a leader

- Provide you with autonomy, authority, and accountability

- Communicate regarding progress of IHSNO expansion

- Seek and expect your input in changes of direction

Section 1.06   What IHSNO Expects from You

IHSNO needs your help in making each working day enjoyable and rewarding in pursuit of student achievement. Your first responsibility is to know your duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with other leaders, and your fellow employees and maintain a good team attitude.

Your interactions with IHSNO constituents and how your behavior aligns with the IHSNO's mission has a great impact on the organization's success. In turn, the performance of one area can impact the entire service offered by IHSNO; consequently, whatever your position, you have an important assignment to perform every task to the very best of your ability using the resources available.

You are encouraged to grasp opportunities for personal and professional development offered to you. This handbook offers insight on how you can perform positively and to the best of your ability to meet and exceed IHSNO's expectations.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We are dedicated to making IHSNO an organization where you can approach your supervisor to discuss any idea, challenge, concern, or question. We encourage you to voice your opinions constructively and contribute your suggestions to improve the quality of IHSNO. Feedback and input are expected from all employees to improve results at IHSNO. To uphold the IHSNO mission we expect collaboration with your colleagues and administration. We believe in having open and honest conversations in all directions of impact- colleagues, parents, community partners, students, and supervisors.

- ➢ Take ownership for your area of responsibility
- ➢ Own the results from your respective area
- ➢ Lead your team by example
- ➢ Support your team's development, guide them with clear expectations and correct them when needed.
- ➢ Be present – in body, in mind, and in actions.
- ➢ Know the policies of IHSNO
- ➢ Regularly attend and participate in VIBE Board Committee and general VIBE Board meetings.
- ➢ Attend and participate in school activities before and after hours alongside with your team.
- ➢ Take initiative with the proper communication
- ➢ Create a harmonious, collaborative work environment in your area
- ➢ Listen intently, and respond with dignity
- ➢ Actively pursue improvements in your leadership development

You contribute to the climate of IHSNO by creating the atmosphere in which you want to function. The way you interact with others is an invitation to the way you expect others to interact with you.

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Article II. LEADERSHIP

There are many definitions for leadership and the one found here is not exhaustive. However, this definition attempts to improve the work at IHSNO. Leadership is the action of leading a group of people or an organization. Your team's involvement at IHSNO will be based on your perception of your peers and the communications you have with your staff about colleagues, the organization, and those who are part of the community. Gossip, rumors, careless, and inaccurate conversations hurt everyone, and ultimately damages relationships.

Leadership is doing what is necessary for the organization to meet its goals of ensuring that all students have an education in the IB Curriculum framework, that every student is academically successful, that we work to ensure a safe and supportive environment minimizing disruptions to the learning community and seek to better IHSNO for long-range existence. Leadership is not an hourly calculation, but a commitment to those around you, ensuring them you "have their backs".

We believe in leading people and managing tasks.

Section 2.01 Roles and Responsibilities

2.01.a Directors

   i.   Directors are those who report directly to the Head of School. These positions are broad in scope often overseeing multiple positions within the organization.

   ii.   The directors are also the hiring managers for each of their departments.

   iii.   Each Director must submit a monthly report recapping work done to achieve the goal, mission, and vision of the IHSNO.

   iv.   Each Director meets monthly Meetings with HOS. These meetings recap department activities, and informs the HOS of status of projects, work planned, and challenges to overcome.

   v.   Strategic Planning/DIP (Department Improvement Plan) are due annually and is used to guide the Director in their task accomplishments.

   vi.   Each director is to establish and adhere to a Monthly Check List. This list is inclusive of mandatory reporting items for LDE, grants, VIBE Board, and HOS.

2.01.b Executive Team

   i.   The executive team (ET) includes the directors and the Academic Leadership roles that support the Principal such as the Assistant Principal and Dean of Culture.

   ii.   The executive team members (ETM) are expected to participate in all activities that support the IHSNO's mission, vision, and advancement. The ETMs regularly meet every other week to discuss the direction of the organization and make any necessary decisions that impact the organization.

    iii.   ETMs are responsible for representing each of their areas at the ETM meetings and advocate for their team members when decisions are being made.

    iv.   Each ETM member is expected to participate in the Staff & Faculty Committees.

    v.   Each ETM member is expected to engage in monthly board committee meetings and board meetings at large.

    vi.   Each ETM member is expected to rotate in being responsible for opening and closing the building on the designated weekends.

2.01.c. Academic Department Chairs and Instructional Coaches ??????

Section 2.02 Customer Service

Although we are not an organization for profit, we do have customers. Our different stakeholders are considered our customers. Our Parents/Guardians and Students are our primary customers. Everything we do as an organization is to fulfill their needs in alignment with the Mission, Vision and Academic goals of IHSNO.

2.02.a. Leaders must lead their teams with a clear understanding that service to Parents/Guardians and academic success of our students is a priority in everything we do.

2.02.b. Board members, colleagues, other departments, community members and partners are also our customers and we should interact with them with professional courtesy at all times.

Section 2.03   Conflict Resolution

IHSNO encourages all employees to discuss any issue they may have with a co-worker directly with that person.   If a resolution cannot be reached, the employee should arrange a meeting with their supervisor to discuss any concern, problem, or issue that arises during their employment. If requested, any information discussed in such a meeting will be considered confidential to the extent reasonably practicable. IHSNO does not tolerate retaliation against any employee for meeting with their supervisor to voice their concerns. Please remember it is counterproductive to a harmonious workplace for employees to create or repeat rumors. It is more constructive for an employee to consult his/her supervisor.

2.03 a. As leaders of IHSNO, it is expected that communication is constant, clear and direct among leadership members to collaborate across departments. Operating from assumptions is ineffective, therefore clarity must be pursued when in doubt.

2.03 b. Leaders are expected to support their fellow leaders by making them aware of information brought to their attention that can impact their fellow leader's department. Each leader is responsible for their own

department, but if you become aware of important information that can negatively impact someone else's department, you are responsible to share with that leader such information or concern.

2.03 c. The Open Communication Policy also refers to the ability of any employee to reach out to any leader sharing a concern seeking guidance. This, however, does not mean the leader is responsible of following up, investigating or solving the matter if this falls outside of their own department. As a leader, if you are exposed to information outside of one's own department, the leader must follow Clause 1.07.b.

Section 2.04   Feedback

2.04.a. IHSNO expects all employees to share their suggestions and ideas about how IHSNO can be made a better place for all stakeholders. When employees see an opportunity to help achieve our goal of developing a "world class" school, they should talk it over with their supervisor who should be able to bring the idea to the attention of respective personnel who will be responsible for its implementation. This chain of communication allows the supervisor the opportunity to see how to best meet the needs of their team.

2.04.b. Leaders are expected to provide continuous and ongoing feedback to their team members. Feedback is book celebratory and guiding for better outcomes.

2.04.c. Leaders are expected to request continuous feedback from their team members. Asking "How can I support your efforts in meeting your goals?", "How am I getting in the way of you getting your job done?" are examples of overall feedback request.

2.04.d. When planning initiatives or events that will impact multiple people or departments, it is expected that leaders request input and feedback for better implementation of the plans. It is expected that at least a representative of each department involved in the execution of the plan and is involved in the planning process to provide their input and feedback.

ARTICLE III. EMPLOYEE GUIDANCE

Our aim is to ensure all employees have the necessary opportunity to improve should they err in the work they are doing. We seek long-term engagements from all employees and wish to see them achieve professionally and personally. Employee discipline attempts to assist an employee in growing and being a better employee and coworker. The Employee Discipline system is designed to be progressive and restorative maintaining the integrity of the individual while safe-guarding our students and the going-concern of the school. Maintaining positive relationships is critical to leadership and requires each of us to continuously reflect on the goal of communication by looking at one's own role in guiding the person[1]

- What am I behaving like I want?

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- What results do I want?
    - o For myself?
    - o For the other person/others?
    - o For the relationship?
    - o For the organization?
- How would I behave if I really wanted to achieve the above aims?

Section 3.01 Corrective Actions

Leaders are responsible for leading their team members. This means guiding, supporting, mentoring and coaching and correcting when necessary. The leader should practice coaching at all times even when done verbally and informally. The leader should be able to identify when a dysfunctional behavior has presented a pattern and needs formal and written coaching. The leader should strive to implement coaching prior to any corrective action. Corrective actions are documents taken seriously by the organization and the employee. Corrective actions and coaching should be presented from a supportive approach rather than punitive.

Section 3.02 Coaching

3.02.a. Leaders are coaches at all times. Leaders should be mindful that all conversations with team members are snippets of their guidance and perceived as such by team members. Leaders are leaders at all times including jokes, hallway conversations, social events, after school hours gatherings, social media, etc.

3.02.b. When having coaching conversations, leaders must use their professional judgement as to whether the issue at hand requires a verbal/informal coaching conversation or a documented/formal coaching conversation.

3.02.c. Verbal/informal coaching conversations are usually those conversations that address an issue for the first time with the subordinate employee. This may include a matter that the subordinate employee is not familiar with, still getting acquainted with, or is the first time the supervisor observes a behavior that does not support the culture of IHSNO, nor its mission and vision. If the leader determines to implement a verbal/informal conversation, it is advised to follow up with an email summarizing the observation and expectations moving forward. The leader should communicate the approach as supportive as possible.

3.02.d. Formal/written coaching conversations are conversations that address an issue for the first time with the subordinate employee but is important to make a firm statement as to what the desired behavior is. Therefore, even when it is the first incidence or observation, a meeting to discuss and document this observation is necessary to set the tone of the expectation and serve as documentation should the behavior continue and a corrective action is needed. The leader should communicate the approach as supportive as possible.

Section 3.03 Tiers of Coaching

3.03.a. There is no prescribed tiers for coaching and corrective actions, rather the leader is expected to exercise professional judgement in the observations and guidance provided to their team members.

3.03.b. The ultimate purpose of coaching and corrective actions are to guide the employee in their professional performance in alignment with the culture, mission and vision of IHSNO. Coaching and corrective actions should be approached with evidence of the behavior addressed not just "hear-say".

3.03.c. Leaders of IHSNO are expected to exercise their leadership responsibly with fairness and consistency for all members of their teams and have evidence of such.

3.03.d. When engaging employee for discipline matters, a leader must ensure several steps in investigating and deciding course of action. Those steps include:

- Separate fact from story
- Mindful of justifications where employee or leaders create the roles of victim, villain, or helplessness
- Allow the story of the messenger to unfold by asking oneself several questions:
    - What am I pretending not to notice about my role in the problem?
    - Why would a reasonable, rational, and decent person do this?
    - What should I do right now to move toward what I really want?

ARTICLE IV. EMPLOYEE TRANSITIONS
Section 4.01 On-boarding – 10.5, 11 and 12-month Employees

4.01.a. The onboarding process is to be taken seriously as it is the process that sets the tone for a new employee. Each hiring manager is responsible for ensuring that the new employee has all the information and tools to be successful in IHSNO.

4.01.b. When onboarding, each employee should receive the onboarding document and follow along for the information required from each department. The new employee will travel with this form to be initialed by each department once they have met during the onboarding process.

4.01.c. During the onboarding process, each new employee will be able to connect with each department to understand what each department means for them as a new member. The new employee should be able to know who to ask for what, when and how. It is expected that the immediate supervisor of the new employee is able to answer more questions or redirect to the proper department, yet it is encouraged that the supervisor exercise leadership in knowing their team members' needs and addresses their needs accordingly.

4.01.d. During the onboarding process, it is imperative that the new employee learns the expectations for their new role, timelines for reporting, holidays and PTO request, beginning and end of school year duties, time to report to work and overall expectations as a member of the IHSNO community.

4.01.e. The new employee should know how to look for what they need, how to request support and communicate challenges in their area with other colleagues, departments, and supervisor. The employee should also become aware of the expectations when communicating separation should this become a desire.

4.01.f. A new employee should be made aware of their evaluation periods, and the check-in periods. During the onboarding process, the hiring manager should communicate and schedule the 30-, 60- and 90-day period check in with the new employee and the employee's progress in the organization.

Section 4.02 Separation

4.02.a. Continuity of service is integral to the growth, development and going concern of IHSNO. IHSNO strives to keep employees onboard and engaged to ensure continuity of services to support our students' learning and growing as optimal as possible. IHSNO leaders should keep retention of their team members at the forefront of their planning, decisions, communications, and operations.

4.02.b. Should an employee decide to separate from IHSNO, the employee's intention needs to be communicated in writing to the supervisor as soon as possible. The supervisor should attempt a conversation with the employee to investigate the potential of retention. The leader should exercise professional judgement in the conversation to attempt to retain the employee or at least secure a separation date that least impact students' learning and organizational operations.

4.02.c. Employee-initiated separation should not come as a total surprise for the leader. The leader should engage with his/her team members enough to know their challenges, desires, and goals to anticipate separation. The leader should approach each situation as supportive as possible.

4.02.d. Employee-initiated separation must be communicated immediately to the Head of School Office to prepare for posting a position. This communication should be accompanied by the evidence in writing from the employee seeking separation.

4.02.e. Should the leader decide a particular employee must separate from IHSNO, this decision should not come as a surprise to the employee, nor without supportive documentation of multiple attempts to support the team member through their journey at IHSNO. A separation recommendation should come to the Head of School's Office accompanied by the timeline and documentation that explains why this team member should separate from IHSNO. This means that the employee should have been made aware in the past, prior to this

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decision, of the desired behavior and performance in fulfillment with the IHSNO culture expectation, mission, and vision.

4.02.f. IHSNO renews employment offers every year. Leaders are responsible for communicating timely of any decision of non-renewal. Leaders should not wait to communicate non-renewal until the end of the school year unless dysfunctional behavior is only displayed within the last couple of months in the school year. Non-renewals decisions must have documented evidence.

4.02.g. There are critical roles in the organization prohibiting a 2-week notice with continued work onsite and may require immediate termination. The leader should act with consideration and plan a period when the employee will still get paid for two weeks but terminating duties in a strategic time period.

Section 4.03 Off-boarding

4.03.a. The off-boarding process may look different for each employee depending on where the separation is initiated. The leader should act with integrity and consideration for the employee leaving and thank the employee for their time and commitment while employed.

4.03.b. The established off-boarding process form should be followed as much as possible to secure a healthy separation, a smooth transition of duties, and gain feedback for future hiring.

Section 4.04 Personnel Requisition Form – Actions by Departments

4.04.a. The Personnel Request Form is intended to let every key department know of either a new hire, a promotion, or a separation for each key department to act in that regard.

4.04.b. A PRF should be created for every new hire, promotion, salary adjustment, separation, or intern.

4.04.c. The departments included in the PRF should include the following: Director issuing the PRF, Chief of Staff, Finance, Facilities, and IT as appropriate. The functions are as follow:

   i.   Director Issuing the PRF. The director initiates the PRF to notify the rest of the departments of the employee's transition. The director should identify the key components and add any notes if necessary, for the departments to know what is expected of them.
   ii.   The Chief of Staff will be the first signature after the director to keep the HOS office informed of the process and issue an employment letter, or addendum as necessary. The Chief of staff also will be notified if this employee transition involves access to AppliTrack, less meetings, social media access or any other credentials managed by this role.
   iii. Facilities needs to be informed of keys, gate code, working space, parking space needs impacting this employee's transition.

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iv. The IT department needs to be informed of technology equipment, email access, website directory update, and any other access or credentials hosted by the IT department.

v. The Finance office needs to be informed of payroll needs, salary adjustment, JCampus access, benefits timeline, and any other access or credentials hosted by this department.

vi. The PRF should be routed for electronic signature as mentioned above.

Section 4.05 Mid-year Hiring

4.05.a. It is important that directors communicate their hiring needs timely to the Head of School Office. Posting of a vacancy should follow approval from the Head of School.

4.05.b. The director should request the Chief of Staff to post a vacant position via email including the most updated version of the job description for the vacancy.

4.05.c. The vacancy should be announced internally via Weekly Newsletter prior to posting externally. Current employees should be made aware of internal opportunities of growth and advancement. The post should be clear in announcing the vacancy and encouraging internal applicant to apply via Applitrack.

4.05.d. Internal Applicants interested in a position other than the one they currently fulfill, should let their immediate supervisor know of their intentions as a way to inform them and allow ample time for planning should they end up leaving their current role vacant and moving into another role. Hiring managers should not engage conversations regarding eligibility that could be interpreted as giving priority or discouraging applicants.

4.05.e. Only the Head of School has the authority to appoint someone to a position.

4.05.f. All vacancies should be posted, prior to hiring. Applicants interested in being considered for the position should complete and submit an online application.

Section 4.06 Job Postings

4.06.a. All request to post a vacant position should be initiated by the director of the department since they are the ones who have budget understanding and authority for this decision making. Please see Section 4.05.

4.06.b. Vacant positions will be posted by the Chief of Staff on Applitrack, IHSNO's website, the Eastbank Collaborative, LinkedIn, indeed, Teach Louisiana and worknola.com

4.06.c. Hiring managers must communicate with the Chief of Staff to take down a position when an employment offer has been accepted.

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Section 4.07 Applitrack

4.07.a. Hiring managers, ADCs and directors will have access to the online application portal to be responsible for their own selection and hiring process.

4.07.b. The Chief of Staff has management access to grant or deny Applitrack access.

Section 4.08 Outsourced Services; volunteers, interns, long-term Substitutes, student teachers

4.08.a. Should any department engage outsourced services such as volunteers, interns, long-term substitutes or student teachers, the Directors should treat such partnership as onboarding a new employee. Staff and Faculty should be made aware of new adults in the building and a PRF completed.

4.08.b. When Directors engage in outsourced services, an engagement agreement should be initiated by the department director. Depending on the services, the director needs to ensure the contractual member has an IHSNO email account for the service provider to make sure they are kept abreast of the organizational communications and events. (Long-term substitutes, security guards, interns, consistent volunteers).

4.08.c. Directors should notify the Head of School office of such engagements including outsourced services providers, interns, long-term substitute teachers and student teachers.

ARTICLE V. COMMUNICATION PROCEDURES

Section 5.01 Monthly Reporting

5.01.a. Each IHSNO employee is responsible for reporting and tracking their progress. Each role in the organization may render a different kind of reporting depending on their services.

5.01.b. Leaders are responsible for creating a monthly report to inform their immediate supervisor of the progress of their team toward the Annual School Improvement Plan. Each director is responsible for submitting a monthly report to the Head of School's office detailing the progress of their department including both quantitative and qualitative information. This information ends up informing the board through the Head of School's Office Report.

Section 5.02 Calendar – internal/external

5.02.a. There are two calendars used in the organization: external and internal. The external calendar is managed by the IT Manager posted on the school's website. This calendar includes information and dates relevant to the public without exposing details that expose students' safety.

5.02.b. The internal calendar is the calendar used for all employees through Google calendar. Every employee is expected to plan and operate in consideration of this calendar. This internal calendar includes the important dates reflected on the Calendar at a Glance, PD dates, holidays, celebrations, assemblies, meetings, etc.

5.02.c. Leaders are expected to use this calendar for every meeting, event, or initiative planned making use of calendar invites to be considerate of others and their time.

5.02.d. Major events, holidays and celebrations for the school year should be included in the calendar no later than August when all employees report for Professional Development.

5.02.e. Should dates needed to be added once the school year has started, leaders must follow the process stated in the calendar policy.

Section 5.03 Employment terms – 10.5-, 11-, 12-month employee expectations

Leaders must be clear in communicating datelines and expectations to their team members specially regarding the differences for 10.5-, 11- and 12-month employees. It is important that each employee is aware of what is expected of them.

5.03.a. A 10.5- month employee works August through May, with the understanding that extended years may be necessary based on factors outside of IHSNO's control.

5.03.b. An 11-month employee works the last week of July through the last week in June.

5.03.c. A twelve-month employee is broken down into several categories. The most applicable categories are Exempt and Non-exempt employees.

  a. Exempt employees are paid based on an annual salary on the 15th and last day of each month.
  b. Non-exempt employees are paid by the hour and can earn overtime pay if they work in excess 40 hours during a week.

5.03.d.

Section 5.04 PTO/Time away from office, email, vacation responder

5.04.a. Leaders are expected to communicate to their immediate supervisor first when they will be absent from the building. We ask that our team members seek approval from their supervisor prior to being absent, therefore leaders are held to the same standard.

5.04.b. Should an emergency arise, it is important that the leader communicates immediately with their immediate supervisor notifying them of their absence from campus as well as to notify their team members. Details of personal life are not necessary, rather informing supervisors and subordinates for better communication and understanding is important. There may be times when subordinates need their leaders support, guidance or approval and they will benefit from knowing when the supervisor will be out of reach, or available remotely.

5.04.c Leaders are expected to communicate with their fellow leaders when they will be absent, out of reach or available remotely. For better collaboration and support, it is important that colleague directors know when a department may need extra support due to the absence of their leader. ETM members are expected to email the team when they are going to be unavailable, away from campus or available remotely.

5.04.d. Leaders should respect their colleagues time away understanding responses may be delayed in or the member may not be available. Texting or emailing someone with expectation of a prompt response who is out of the office on PTO, is not professionally courteous. Leaders should exercise professional judgement when communicating with colleagues and be clear about their expectations always communicating support.

5.04.e. Directors are responsible for making sure that their team members including themselves note their time away from the office through their automatic email vacation response. The automatic email vacation response should be activated when the employee is away from the office and response to emails will be delayed including holidays, breaks, PTO and FMLA.

Section 5.06 Meetings

5.06.a. Scheduling. Leaders are expected to lead by example by being organized and planning ahead. Meetings should be scheduled ahead of time to respect people's time and make for a more productive meeting. Should an emergency meeting needed to be called or a meeting scheduled with a short turnaround, the leader should acknowledge the timeline and thank those invited to the meeting for their time.

> **5.06.a.1** The leader should acknowledge and respect their team members' and other colleagues' time by ensuring meetings start on time, end on time, and that meetings are sufficiently planned for and un-useful.

5.06.b. Goal-oriented. Meetings should be scheduled with a goal in mind. The responsible leader calling for the meeting is to monitor the time and the goal achievement or progress on decision making. Respecting others' time is to achieve the goal for which the meeting was called. Meetings should be productive and goal oriented. Leaders expect their subordinates to use their time wisely, and so are they.

5.06.c. Minutes. Every meeting should be captured in minutes. Productive meetings have a pre-set agenda prior to the meeting taking place. Productive meetings establish a period for the meeting and stick to it. If an agenda is not established prior to the meeting, the following should be addressed; 1)Reason for the meeting, 2)Goal for the meeting, 3) General discussion, next steps and action items for the parties involved.

5.06.d. Follow up. Leaders are responsible for making sure there is proper follow up after meetings and decisions made. Either someone is assigned at the meeting to follow up next steps and results or the leader takes it upon himself/herself to follow up on the results of the meeting. A meeting that does not establish a plan of action and follow up is a waste of time.

Section 5.07 Event Tickets

5.07.a Leaders must make sure that any event coming out of their department is properly communicated with the internal community. Each staff member should know at any given event whether their participation is expected or not. At any given event, each employee of the organization should know what is expected of them, when and how. Event tickets are meant to inform internal stakeholders as much as possible to be ready for action when requested.

5.07.b. All event tickets should follow the established timeline stated at the beginning of the document. Completing an event ticket reflects planning, organization and consideration for others' time and contributions.

Section 5.08 Weekly Staff Newsletter

5.08.a. As guardians of their area, each director is responsible to communicate to the rest of the school community information originated in each of their department that will impact the school community. Each department should have something to communicate in alignment with the School Improvement plan, either progress on goals or events coming up. The space in the newsletter should not be used as a filler, rather as a platform of information that benefits the school community and supports our students, colleagues, and the organization.

5.08.b. The weekly staff newsletter is an opportunity to share the good news of each of the departments. Each director should communicate progress and achievements as well as upcoming events or reminders for the rest of the staff. Each director should use the "Shout-out" section to highlight and give voice to observations of great things happening in their own department as well as in other departments.

ARTICLE VI. TEAM

Section 6.01Manage, Develop, and Grow staff

As a leader, regardless of the size of your team, your primary goals is manage the projects and tasks of your department.

6.01.a. All staff in your department must receive the appropriate training in their respective areas inclusive of opportunities to participate in the Arbinger's Developing and Implementing an Outward Mindset and VitalSmarts Crucial Conversations. Managing staff and projects is critical to developing the next level of leaders at IHSNO. Managing expectations come through verbal, explicit articulation of desires and expected outcomes.

6.01.b. Department leaders need to establish mandatory training and identify essential individual training for each person in the department. To develop staff members in your department, you must ensure you have an established training regimen for each employee. Developing the skillsets of individual is a testament of your leadership and development of each person in your department.

6.01.c. Giving staff members growth projects will help them develop and become better leaders. Additionally, delegating tasks to members of your team builds trust among team members.

Section 6.02 Support

Support looks different for each member of the IHSNO team. Therefore, it is the Leader's responsibility to be in constant communication with members of the team to understand their desires, challenges, and aspirations. Getting to know the individual's desires, challenges, and aspiration may bridge a gap, helping the team member to understand that you have their best interest in mind. Building a team requires establishing methods and measures of support to help each team member succeed.

Section 6.03 Team Building

As individual as each member of the team is, each member must find ways to build their team in supporting the mission and vision of IHSNO, ensuring we meet all goals.

Section 6.04 Feedback

Feedback is ongoing and it is omnidirectional. That is, as a Leader you are expected to solicit feedback from your team members, colleagues, and subordinate staff. Ongoing communication with subordinate staff is critical to their development and growth, and likewise, receiving feedback is critical to your own development and growth.

We all need to be open to feedback and solicit it often to know areas that we need improvement and areas that we have strength. Feedback is a person's perception of the work we do, how we make them feel, and our ability to deliver.

Section 6.05 Established Check-ins 30, 60, 90

6.05.a The check-in period is used to determine if a staff member's performance meets the expectations of the role and if continued employment is warranted. The Check-in period shall consist of the first ninety (90) days of employment (including transfer or promotion within the organization, and stipend positions).

6.05.b During this time, the Staff Member's supervisor will work with the Staff Member to establish clearly defined performance goals; will educate the Staff Member about the competencies of the position; will provide the Staff Member with feedback regarding the Staff Member's strengths and progress, will share constructive feedback in reference to any deficiencies observed; and will assess whether the Staff Member's performance meets the expectations of the position.

6.05.c The Staff Member or supervisor will create a 90-day plan outlining the Staff Member's strategies and the plans the Staff Member has for the first three months on the job. This written plan lists plans for the first 30 days, 60 days, and 90 days in the Staff Member's position.

6.05.d If deficiencies are identified during the Check-in Period, the supervisor will provide an opportunity for the Staff Member to improve performance, demonstrate competencies, and/or achieve stated goals.

6.05.e If deficiencies are significant or persist throughout the Check-in Period and appear to compromise the Staff Member's ability to successfully perform the job, the supervisor must take immediate action. Such action may include extension of the Check-in Period or as a last result termination of employment.

6.05.f. A decision to pursue extension of the Introductory Period or termination of employment must be made in consultation with the Chief of Staff. The first ninety (90) days of employment for all regular full-time or part-time staff is considered an Introductory Period. Completion of the introductory period does not guarantee continued employment and does not change the at-will nature of the employment relationship.

Section 6.06 Evaluations – Tools, timeline

6.06.a. IHSNO is committed to lead, manage, and grow each team member. For this to be an efficient reality, each leader must engage in providing formal and periodic feedback to each of their team members through the year and evaluates them at least twice a year.

6.06.b. Each director must ensure that each subordinate in their team is evaluated and results and observations are debriefed with the employee in a timely fashion. Every employee should be evaluated at least twice a year

once, every semester to track progress and document supporting information to continue employment for the following year. Each employee should receive a copy of their evaluation and the original should be filed in their personal file at the Finance Office.

6.06.c. Non-teaching positions will be evaluated with the use of PARE.

6.06.d. Every evaluation should be approached in a supportive, objective manner.

ARTICLE VII. PLANNING
Section 7.01 Budgeting
7.01.a. Each Director is a steward of the resources conferred to each department. It is the responsibility of each director to keep an eye on his/her department expenses and seek guidance from the finance director should more information or guidance is needed.

7.01.b. Each Director is responsible for advocating for the needs of his/her department and have budgeting and resources conversations with the Head of School to meet the needs of the department.

Section 7.02 Professional Growth Plans – all members in Leadership
7.02.a. As members of a learning organization, each leader is a continuous learner striving to improve their own craft and their team member's skills and enhance their knowledge.

7.02.b. Each leader of the organization must establish an Individual Professional Growth Plan at the beginning of the year, track progress and report on results, challenges and needs to their supervisor.

7.02.c. Leaders have to empower and encourage their team members to take responsibility for their own learning and growth.

7.02.d. Each Director must ensure that each of their team members have access to professional development that will enhance, support and fulfill their Individual Professional Growth Plan.

7.02.e. Leaders are responsible for the growth and development of their subordinates.

Section 7.03 Creation, Dissolution of positions
7.03.a. Directors must consult with the Head of School prior to deciding to create or dissolve a position. When making this kind of decision, leaders have to be discrete and keep conversations in this regard to the minimum necessary with the necessary parties for approval and planning.

7.03.b. Leaders have to be careful and don't engage in conversations about the future of a position in the organization as this could mislead subordinates and create unnecessary confusion, frustration and disappointment.

Section 7.04 Hiring Process
7.04.a Request to post a position.

7.04.b. Posting of position

7.04.c. Interviewing Process.

7.04.d. Request to Hire. PRF.

7.04.e. HOS Vetting of candidate

7.04.f. Employment Offer Letter.

7.04.g. Onboarding – See article IV

ARTICLE VIII. OPERATIONS
Section 8.01 Credit Card holders
8.01.a Directors are trusted with credit cards to make use of the resources available for their department operations. Holding a company credit card comes with the responsibility of monitoring every transaction carefully and providing all supporting documentation that explains the expense and the reason why it was incurred.

8.01.b. Credit Card holders are to follow the credit card policy established by the Finance office.

Section 8.02 Forms – Creation, editing, updating
8.02.a. To ensure consistency and organizational efficiency, it is important that all documents created keep consistent with nothing at the foot of the page the page number, name of document, date revised and originating department.

Section 8.03 Intranet
8.03.a. Each department has a section on the intranet to upload information and documents that are important for the professional community to access.

8.03.b. Each Director is responsible for keeping their department's information up to date.

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8.03.c. Each Director is responsible for communicating with IT to update their department's section on the website.

Section 8.04 Contractual Services and partnerships.

8.04.a. Directors are responsible to keep documentation of the contractual services and partnerships the department engages with.

Section 8.05 Policies & Procedures – Manuals, editing, annual renewal, update

8.05.a. Directors are expected to become familiar with and knowledgeable of the different guiding documents of our organization including the Student & Family Handbook, Faculty Manual, Employee Handbook, and the Leadership Manual.

8.05.b. Each Director is responsible for holding each of their team members accountable for following the guidelines established in the multiple guiding documents.

8.05.c. Policies and procedures can be reviewed and revised as proposed by Executive Team Members or Staff & Faculty Committees and voted on.

Coversheet

Student Privacy Policy -DRAFT-2020-1015

Section: II. Governance
Item: C. Student Privacy Policy -DRAFT-2020-1015
Purpose: Discuss
Submitted by:
Related Material: FERPA-Student Privacy Policy A&R proposed-2020-1015.docx

<u>Student Records</u>

The maintenance of student records requires special care to ensure the privacy rights of students and compliance with legal requirements governing these records, including the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.1232g) and LRS 17:3914. The relevant portions of the **International High School of New Orleans** handbook that pertain to student personally identifiable information shall serve as the school policy adopted in accordance with LRS 17:3914(H).

Definitions
The following terms and definitions apply when discussing student records.
- "Access" to be provided the ability to look at, inspect, and make use of.
- "Eligible student" means a student who is 18 years of age.
- "Education records" means records that are directly related to a student that are maintained by **International High School of New Orleans** or by a third party acting for the School.
- "Parent" means a student's natural parent, guardian, or individual acting as parent in the absence of a parent or a guardian.
- "Personally identifiable information" is defined as information about an individual that can be used on its own or with other information to identify, contact, or locate a single individual, including but not limited to the following:
    a) Any information that can be used to distinguish or trace an individual's identity such as full name, social security number, date and place of birth, mother's maiden name, or biometric records.
    b) Any other information that is linked or linkable to an individual such as medical, educational, financial, and employment information.
    c) Two or more pieces of information that separately or when linked together can be used to reasonably ascertain the identity of the person.

Rights Under Family Educational Rights and Privacy Act (FERPA)
According to the Federal Family Educational Rights and Privacy Act (FERPA) parents and eligible students have the right to:
- inspect and review the student's education records;
- seek amendment of the student's education records that are believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- consent to the disclosure of personally identifiable information, except to the extent that FERPA and **International High School of New Orleans** authorize disclosure without consent; and
- file with the United States Department of Education a complaint concerning alleged failures by **International High School of New Orleans** to comply with FERPA.

Disclosures Without Consent
International High School of New Orleans discloses information from a student's education records without consent when the disclosure meets any of the conditions set forth in FERPA, and in accordance with State law.
A school official having access to student records is:

- a person employed **International High School of New Orleans** in an administrative, supervisory, academic or research, or support staff position, including health or medical staff;
- a person appointed to **International High School of New Orleans** Board; and/or

- a person employed by or under contract with **International High School of New Orleans** to perform a special task for the **International High School of New Orleans**.

A school official has a legitimate educational interest to access student records if the official is:

- performing a task that is specified in his or her position description or contract agreement;
- performing a task related to a student's education;
- providing a service or benefit related to the student or student's family, such as health care, counseling,
- job placement, or financial aid;
- maintaining the safety and security of **International High School of New Orleans** property and school grounds; and/or
- performing other duties of legitimate educational interest as determined by the charter school leader/CEO or their designee on a case-by-case basis.

Disclosures to officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll will be made without any notification to the parent or eligible student. The transfer of student records will include information on the date of any expulsion and reason(s) for which the student was expelled. Any student who has been expelled from any public or private school must provide to **International High School of New Orleans** officials information on the date of expulsion and the reason(s) for which the student was expelled. **International High School of New Orleans** and its employees may disclose education records or information from education records, without the consent of a parent or guardian of the student who is the subject of the records to State and local law enforcement officials and other officials within the juvenile system in accordance with law. The full text of FERPA can be found at 20 U.S.C.1232g. The implementing regulations concerning FERPA can be found at 34C.F.R.99.1 through 99.67.

> Family Policy Compliance Office
> U. S. Department of Education
> 400 Maryland Ave. SW Washington, D.C.
> 20202-4605

Other Federal Statutes Affecting Educational Records
Various other Federal laws have been enacted since the tragedy of September 11, 2001, such as the USA Patriot Act, which revised portions of FERPA. Two additional Federal Acts are the No Child Left Behind Act and the Protection of Pupil Rights Act. The School System complies with all State and Federal privacy and educational records laws. Copies of these Federal statutes, their implementation regulations, and other information concerning parent and student rights under these laws can be obtained from the **International High School of New Orleans** by written request to **[custodian information].**

The Protection of Pupil Rights Act (PPRA) 20 USC 1232h, 34 CFR Part 98 provides for the control and limitation of surveys involving pupils to include the provision that parents/guardians may opt out of such surveys.

Procedure for Inspection of Records
To inspect student records, requests must be made in writing to the [custodian information, including name and address].

Amendments to Records

If, upon inspection of a student's records, a parent, eligible student or legal guardian believes that the education records contain information that is inaccurate, misleading, or otherwise in violation of the student's rights of privacy, an amendment to the record may be requested by submitting the requested amendment in writing to the **International High School of New Orleans** Office at the address in the preceding section. Any disagreement or amendment will be resolved informally, if possible, through **the school leader (CEO)** or their designee. Only the **school leader (CEO)** or their designee may authorize an amendment to the education records of a student. If an amendment is not granted, the parent(s) or eligible student may within 30 days of mailing of notification from **International High School of New Orleans**, request a hearing. The request must be in writing to the **school leader (CEO)**, mailed to the **International High School of New Orleans** Office at the address above. The request must be received by the **International High School of New Orleans** within 30 days in order to be considered. The 30-day period commences on the day after the date of the notice denying the initial request for amendment.

Collection of Student Data

Unless voluntarily disclosed by a student's parent or legal guardian, no employee of the **International High School of New Orleans** shall require disclosure to the **International High School of New Orleans** by the student, parent or legal guardian of any of the following information:
   a) Political affiliations or beliefs of the student or the student's parent.
   b) Mental or psychological problems of the student or the student's family.
   c) Sexual behavior or attitudes.
   d) Illegal, anti-social, self-incriminating, or demeaning behavior.
   e) Critical appraisals of other individuals with whom a student has a close family relationship.
   f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
   g) Religious practices, affiliations, or beliefs of the student or the student's parent.
   h) Family income.
   i) Biometric information.
   j) Social security number.
   k) Gun ownership.
   l) Home Internet Protocol Address.
   m) External digital identity.

Allowable Access

International High School of New Orleans allows access, including disclosure, of certain student personally identifiable information without consent under the following circumstances:

   (a) when required by applicable state or federal law, such as:
   • 20 USC 7908(a)(1) requires public schools to provide student names, address, and telephone numbers to military recruiters, unless the student's parent, eligible student or legal guardian has requested that the information not be provided.
   • LRS 17:81(N) provides for the release of student information to state and local law enforcement officials and officials within the office of juvenile justice.
   (b) under the terms of a contract with a public or private entity providing student or education services when such contract meets the requirements of the law. Such contracts and a list of the data elements that are included in the contract shall be available for inspection. Release under

such a contract without consent is necessary for the education of a student, as determined by the school system. Examples of such contracts include but are not limited to Student Information Systems, Special Education Reporting systems, etc.

Approved Access

Unless directed in writing otherwise by a student's parent, eligible student or legal guardian, **International High School of New Orleans** approves a person employed in a school or person authorized by the **school leader (CEO)** to provide access to certain student personally identifiable information in accordance with FERPA and LRS 17:3914, as follows:

- information to protect the health, safety, or welfare of a student and/or the general public;
- information to facilitate a student's participation in a school sanctioned extracurricular activity, including but not limited to a sport, organization or club;
- information to facilitate the operation and daily activities within system facilities, including but not limited to the display and use of student information;
- information related to programs and activities related to school sanctioned performances or productions, events and award programs and graduation;
- university transcript requests, scholarships, and admissions;
- LHSAA, NCAA and other related sports programs;
- online resources and educational tools;
- school photography, ID badges and yearbook providers;
- information provided in accordance with a contract between **International High School of New Orleans** and a public or private entity which has been contracted to perform student or education services, but only to the extent provided for in such a contract; and
- Directory information as set forth herein.

If a parent, eligible student or legal guardian wishes to deny consent for release of information under **International High School of New Orleans** approved access releases, except as provided by law, he or she must contact the school office and complete a "Release Clarification Form". Such termination does not apply to information generated/released prior to the receipt of consent termination.

Directory Information

International High School of New Orleans may provide access to information designated as "directory information" on-site in general and private access areas of a school or school system facility, and to school-sponsored or school-related organizations. The following information is designated as directory information:

- student's name, ~~address, telephone listing~~;
- parents' names and addresses;
- ~~student's date and place of birth;~~
- student's school and grade level;
- student's picture and ~~electronic mail address~~;
- student's major field of study;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- dates of attendance;
- degrees and awards received; and
- previous educational agency or institution attended by the student.

> **Comment [CG1]:** This section can be modified to fit individual school needs. Not all approved access below is required by schools.

> **Comment [CG2]:** Schools do not have to designate all the below information as directory information.

Examples of school sponsored or school-related organizations includes but is not limited to:
- Project Graduation;
- parent organizations (such as PTA, booster clubs, etc.);
- scholarship programs;
- student clubs (such as **[insert club names]**);
- printing services (programs for graduation, award ceremonies, athletic events, playbills for drama productions).

If a parent, eligible student or legal guardian wishes to have the student's directory information excluded from directory data, except as provided by law, he or she must contact the school office and complete a "Release Clarification Form". Such termination does not apply to information generated/released prior to the receipt of consent termination. The parent, eligible student or guardian must complete and submit this form to the school principal each academic year within the first two (2) weeks after the school session begins in the fall in order to prevent disclosure of directory information pertaining to that student. If a student enrolls during an academic year, the parent, eligible student or guardian may prevent the disclosure of directory information pertaining to that student by completing and submitting the form to the school principal within two (2) weeks of enrollment.

Collection and Disclosure of Information Related to Postsecondary Education

> **Comment [CG3]:** Only required for secondary schools.

Upon obtaining the written consent (via the Release of Student Information consent form) from a parent, or student who has reached the age of majority or legal guardian of a student, **International High School of New Orleans** shall collect the following information from each student in grades eight through twelve:
- (a) Full name.
- (b) Date of birth.
- (c) Social security number.
- (d) Student cumulative transcript data.

The consent authorizes **International High School of New Orleans** to provide such information to the Louisiana Office of Student Financial Assistance (LOSFA), any Louisiana postsecondary education institution, and the Louisiana Board of Regents. This information is released for TOPS eligibility and processing of applications for admissions and state and federal aid. The failure to provide written consent for collection and disclosure of a student's information will result in delays or may prevent the successful application for admission to post-secondary institution and for state and federal student financial aid. Once obtained such written consent shall continue year to year until withdrawn by the parent, eligible student or legal guardian. If a parent, eligible student or legal guardian wishes to deny consent for release of information related to postsecondary education, except as provided by law, he or she must contact the school office and complete a "Release Clarification Form". Such termination does not apply to information generated/released prior to the receipt of consent termination.

Access by the Louisiana Department of Education
LRS 17:3914 provides limitations on the access to student personally identifiable information by the Louisiana Department of Education.
- (a) Provide a student's identification number as provided by law, and aggregate data to the local school board, the state Department of Education, or the State Board of Elementary and Secondary Education solely for the purpose of satisfying state and federal reporting requirements.
- (b) Provide to the state Department of Education, for the purpose of satisfying state and federal assessment, auditing, funding, monitoring, program administration, and state accountability requirements, information from which enough personally identifiable information has been

removed such that the remaining information does not identify a student and there is no basis to believe that the information alone can be used to identify a student. No official or employee of the state Department of Education shall share such information with any person or public or private entity located outside of Louisiana, other than for purposes of academic analysis of assessments.

(c) Provide personally identifiable information regarding a particular student to any person or public or private entity if the sharing of the particular information with the particular recipient of the information has been authorized in writing by the parent or legal guardian of the student, or by a student who has reached the age of legal majority, or if the information is provided to a person authorized by the state, including the legislative auditor, to audit processes including student enrollment counts. Any recipient of such information shall maintain the confidentiality of such information. Any person who knowingly and willingly fails to maintain the confidentiality of such information shall be subject to the penalties provided by law.

(d) Provide for the transfer of student information pursuant to the provisions of R.S. 17:112.

Coversheet

Charter Renewal Approval Notification

Section:	II. Governance
Item:	D. Charter Renewal Approval Notification
Purpose:	FYI
Submitted by:	
Related Material:	International Renewal.pdf

LOUISIANA DEPARTMENT OF EDUCATION

October 23, 2020

Mr. Sean Wilson
Ms. Shontell Thomas
International High School of New Orleans/Voices for International Business and Education
727 Carondelet Street
New Orleans, LA 70130

Dear Mr. Wilson and Ms. Thomas

On behalf of the Louisiana Department of Education (LDE), I want to congratulate you and the International High School of New Orleans community-students, families, and staff for meeting the standards for Louisiana State Board of Elementary and Secondary Education (BESE) Authorized Charter School Renewal.

Bulletin 126, *Charter Schools*, outlines the extension and renewal standards for BESE-authorized charter schools, which are based on academic, financial, and organizational performance. The indicators used to evaluate performance in each of these areas are detailed in the Charter School Performance Compact.

On March 11, 2020, in Proclamation Number 25 JBE 2020, Governor John Bel Edwards declared that a statewide public health emergency existed in the State of Louisiana because of COVID-19. Given the severity of the COVID-19 outbreak in Louisiana and to protect the health and safety of the students, teachers, administrators and staff in the public-school systems, in Proclamation 47 JBE 2020, the Governor closed schools to students for the remainder of the 2019-2020 school year.

In alignment with various Proclamations, several waivers were granted, including, but not limited to, the mandate of annual administration of testing under the Louisiana Education Assessment Program and End of Course examinations, the provisions of La. R.S. 17:10.1 that provide for the School and District Accountability System, and the provisions of La. R.S. 17:391.2, et seq., that provide for public school accountability and assessments.

Given the waiver of annual assessments, the 2018-2019 school performance scores and progress index were applied to the renewal standards, during the 2020 renewal cycle. In doing so, it was determined that International High School of New Orleans is eligible to receive a new 4 year operating agreement, commencing July 1, 2021, for International High School of New Orleans. On October 14, 2020 the Louisiana State Board of Elementary and Secondary Education approved the renewal of the charter contract for a 4-year term.

I thank your students, families and staff for their hard work and look forward to continuing to partner with you in service of Louisiana's children.

In service,

Dr. Cade Brumley, Superintendent
Louisiana Department of Education

Louisiana Believes

Coversheet

Discuss Mid-Year Assessment Questions

Section: III. Mid-Year VIBE Board Assessment
Item: A. Discuss Mid-Year Assessment Questions
Purpose: Discuss
Submitted by:
Related Material: VIBE Board Evaluation Open Questions Oct 2020.docx

VIBE Board Evaluation
Suggested Open-end Questions

1. As we continue to recruit new members, what area(s) do you see as the greatest need(s) for an even stronger VIBE Board?

2. In what ways might VIBE improve the recruiting process to ensure a continually strong and viable board?

3. Where do you believe we currently stand in meeting the goals and objectives of the 2018-2020 VIBE Strategic Plan?

4. In what ways might we further hold ourselves accountable as a board and as individual members?

5. Where do you see needed improvement in the area of strategic fund development?

6. In your view as a board member, how successful is the IB Program in light of IHSNO's definition of "academic excellence" and as an enrollment attraction?

7. What aspects of VIBE's succession plan need reviewing or updating, especially in light of the current health crisis we are enduring?