



Voices for International Business and Education

Academic Committee Meeting

November 2022

Date and Time

Wednesday November 9, 2022 at 6:00 PM CST

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

Agenda

I. Opening Items

- A. Call the Meeting to Order

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

- B. Record Attendance

- C. Approve Minutes

Approve minutes for Academics Committee Meeting on June 14, 2022

II. Academic

- A. Discuss Committee Goals for 22-23 School Year

Establish a time line for this year's goals:

Review and revise if needed Academic Dash Board to be presented at Bi Monthly Meetings

Self Study of Board on Track Resources as they relate to Academic and implement when ever possible- There are currently 11 articles - suggestion we read 3 per meeting and allow 10 to 15 minutes for discussion

Monitor progress of the reimagine Grant Committee

Review and Monitor IB Performance and 5 year renewal

Review our current Strategic Plan as it relates to Academics - make recommendations to the Strategic Plan Committee inclusive with our expansion grant goals and overall sustainability

B. Academic Dashboard and HOS Report

Review Academic Dashboard

October Monthly Report Presentation 2022-23

School Culture

Technology

Update on Reimagine grant

III. Other Business

A. Policy for Video Surveillance of Special Education Settings Procedures

LDOE has asked we adopt a policy and procedure for Video Surveillance of Special Education Settings

Attached is Act 456 which we will recommend for adoption to the Full Board at our Dec Meeting

B. Vote to Recommend adoption by the Full Board -Video Surveillance of Special Education Settings Procedure

IV. Closing Items

A. Next Meeting

January 11, 2023

B. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academics Committee Meeting on June 14, 2022

APPROVED



Voices for International Business and Education

Minutes

Academics Committee Meeting

VIBE Academics Committee Meeting

Date and Time

Tuesday June 14, 2022 at 6:00 PM

Location

International High School of New Orleans
727 Carondelet Street
New Orleans, LA 70130

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

Committee Members Present

G. Medford, L. Scott Porter

Committee Members Absent

None

Guests Present

A. Berger, Cody Bourque, J. Carreno, K. Vo, P. Recasner, S. Thomas (remote)

I. Opening Items

A. Call the Meeting to Order

G. Medford called a meeting of the Academic Committee of Voices for International Business and Education to order on Tuesday Jun 14, 2022 at 6:06 PM.

B. Record Attendance

C. Approve Minutes

L. Scott Porter made a motion to approve the minutes from Academics Committee Meeting on 05-10-22.

G. Medford seconded the motion.

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

II. Academic

A. Academic Dashboard and Student Performance Update

- Summer Learning Program: 150 students completed the application. Students are participating in credit recovery, LEAP remediation, attendance recovery, ACT Prep, Adulthood, Financial Literacy, ESL Bootcamp, Robotics, Chess, Soccer, and more.
- Recruitment: 2 ELA, 2 PE, AP (4 in-house candidates), PE, Film, Theater.
- Leadership Retreat: Thursday and Friday - Year-long training. Focused on leadership, self-care
- Summer LEAP: Monday-Thursday next week. Several modes of communication to get all students who need to test here.
- ETM Retreat: Focus on Stop, Start, or Continue.
- Communication: Goal of improvement
- BOY Planning: 3 meetings a week. Input from different stakeholders to improve processes at the start of the school year.
- 100% of students Graduated - considering multiple EL students who came to NOLA with no English
- Reimagine Schools: 2nd advisory committee to finalize some of the phase 1 deliverables.
- MYP Authorization: Permission from IB to move into Candidacy phase in August. We must be in candidacy phase for 1 year.
- DP 5 Year Eval: Meeting to discuss deliverables to IB. Documentation is due Dec 15. Self-Study is due by March 15.
- Jazz Empowers: IHSNO was awarded a grant to fund Jazz education. They will provide the teacher, curriculum, and instruments.
- Media Lab through Selley Foundation: IHSNO was awarded \$20,000 to build a media lab.
- Self-Care: Trauma-informed practices workshop scheduled for Fall 2022.
- Resonant Leadership Retreat: an opportunity for our academic leaders to meet with others
- How to increase enrollment: We have added a large target for 9th grade via NCAP. We were assigned 88 in round 1. Round 2 numbers came out today.

- How to increase ACT Scores: Used Mastery prep; Summer program; Still awaiting final scores from March.
- IB Projected Goal for Diplomas: 5 diplomas projected; 6 students completed
- How to retain 9th graders: Peer mentor through Link Crew, houses, MYP program, Extra curricular programming.
- Language Proficiency vs Mastery: The goal is language proficiency due to movement into and out of the school. With MYP, the goal will be mastery.
- ELL Supports: Tier interventions are focused on EL through RTI; MAPS offers diagnostics in Spanish; Achieve 3000 allows to determine Lexile; ELL Coordinator is counseling 9th grade. Since most newcomers have to come into 9th grade, ELLC can support the students better. Tulane Tutoring 2 times a week; All communications in multiple languages; Bilingual staff; Escalera program; Cultural sensitivity training; ALAS partnership
- TCLP: IHSNO was awarded an Arabic visiting teacher who will serve as a liaison between IHSNO and the Arabic community.

III. School Culture Update

A. Update and highlights

- Jazz Empowers Program: Goal is proficiency in an instrument, reading sheet music, learn music theory. Survey went out to students to gauge interest. Want to have concerts, parade season.
- Challenges: tardiness and skipping were major problems; Students were trying to get used to being back in the school and sitting for long periods of time.
- Highlights: Onboarded new team member who will help coordinate PBIS and CKH. New social worker is working on RTI program to assist with challenging behaviors and academic challenges. Coordinated efforts. PBIS store was opened last week. Will improve how the panther bucks are given and ensure the behaviors are in alignment with IB Learner Profile Traits.
- Athletics: trying hard to boost athletics. Students participated in track after shut down. They performed very well. Three of the top performers were seniors and have left. But some freshmen are interested in joining. These opportunities will attract more students to the school.
- Student Government: have been active. Losing seniors. Feminine products drive - boxes of products placed in restrooms. Participated in events.
- No Place For Hate Designation: With the Anti-Defamation League, IHSNO was awarded the designation again for the 2020-21 school year.
- Dashboard: Total discipline infractions. 105 students. There are some overlap between incidents and logs that makes the numbers appear higher. Some are repeaters. Dr. Medford asks for the repeaters to be added to the dashboard so that there can be a true view on the number of students who present challenges.

IV. Technology

A. School Tech Update

Device Collection: Collecting devices from students and preparing them for next year. Some students have not turned in their devices. They are labeled as lost. Fees are being added to students' accounts. Contacting parents to retrieve the laptops.

LEAP Testing: preparing for testing

ICT: working with them to help improve our network system. They are assessing what we have and what needs to be replaced. E-rate pays 80% of those costs. Back up system needs to be replaced.

Smart Boards: want more boards for the classroom. Will try to finance or fund the boards. We currently have 7 boards and need 25 more. Goal is to have all classrooms outfitted for next 3 year. Cost with installation is \$3000 a board.

Licenses: Microsoft, equipment licenses -

Pfishing Program: tests and offers training on pfishing. This will help train the staff to not click on any emails that come from a pfishing sources.

V. Other Business

A. Grant Presentation

Reimagine Grant: Completed Advisory Board Meeting 2- Finalized deliverables: roles and responsibilities, Phase 1 work plan (timeline and checkpoints), mission and vision (aligned to our own mission and vision), the rationale for data (testing data, enrollment), goals, stakeholder engagement plan (recruitment, support, development).

VI. Closing Items

A. Next Meeting

L. Scott Porter made a motion to Motion to adjourn.

G. Medford seconded the motion.

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

B. Adjourn Meeting

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

Respectfully Submitted,

A. Berger

Coversheet

Academic Dashboard and HOS Report

Section: II. Academic
Item: B. Academic Dashboard and HOS Report
Purpose: Discuss
Submitted by:
Related Material: _October Monthly Report Presentation 2022 -23.pptx
Academic Committee November 22.docx



Academics Report

October 2022



IHSNO Enrollment

Enrollment	Sep 2021	Oct 2021		Sep 2022	Oct 2022
9 th	141	145		102	101
10 th	88	89		126	124
11 th	64	67		77	79
12 th	86	82		82	82
Total	382	383		387	386

This month's data shows the comparison between last year's enrollment and the current year during the same months. Last year's enrollment for the month of September was 382. This year's enrollment for September was 387, a gain of five (5) enrollees for the month of September. Last year's enrollment for the month of October was 383. This year's enrollment for October is 386, a gain of three (3) enrollees for the month of October.

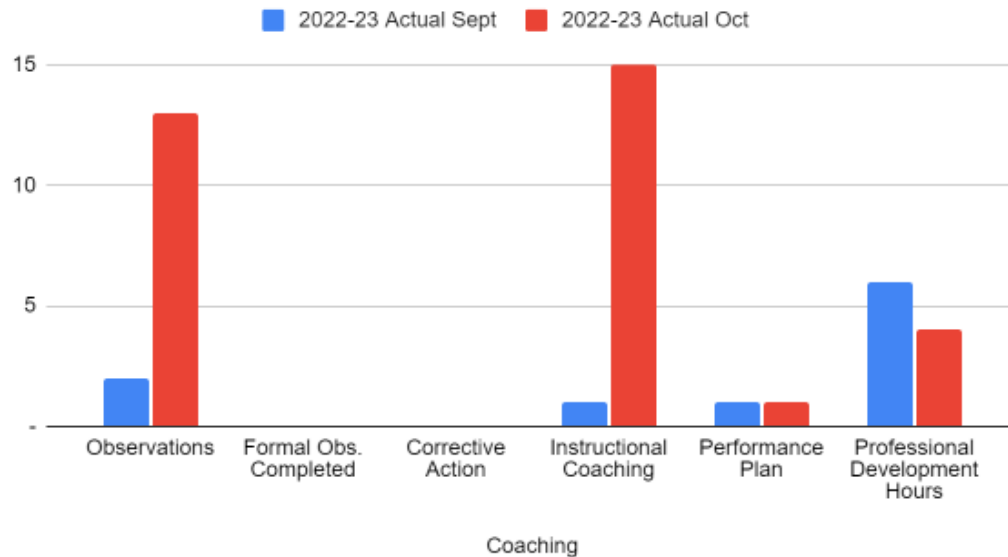
International Baccalaureate

		<u>2021-22</u>	<u>2022-23</u>
		<u>Actual Oct</u>	<u>Actual Oct</u>
	1 course	57	50
	2-3 courses	8	1
	4 or more courses	2	-
	IBDP Candidates	12	28
TOTAL IB PROGRAMME - 11th Grade	Enrollment	79	79
		<u>2021-22</u>	<u>2022-23</u>
	<u>IB Programme Enrollment 12th Grade</u>	<u>Actual Oct</u>	<u>Actual Oct</u>
	1 course	60	67
	2-3 courses	1	3
	4 or more courses	1	1
	IBDP Candidates	16	7
TOTAL IB PROGRAMME - 12th Grade	Enrollment	78	78
		<u>2021-22</u>	<u>2022-23</u>
	<u>IB Programme - IB Program</u>	<u>Actual Oct</u>	<u>Actual Oct</u>
TOTAL IB PROGRAMME ENROLLMENT		157	157

- IB First Quarter Celebration pizza party with 28 diploma candidates
- DP Evaluation moving toward December 15 Preliminary Review Deadline

Staff Development (Sept to Oct)

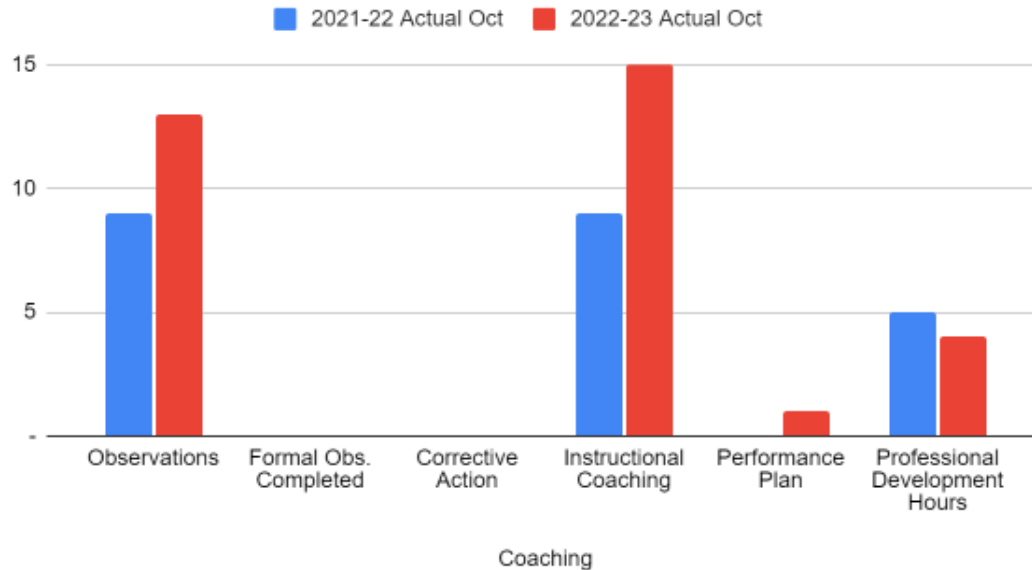
2022-23 Actual Sept and 2022-23 Actual Oct



- Observations are usually a collective effort and the bus service disruption called for a lot of planning meetings which affected the number of team members who were able to regularly observe.
- Instructional Coaching spent September doing the pre-meeting work for the actually October coaching cycle.
- Professional development hours dropped as a result of the schedule change shifting PDs to the morning and reducing the allotted time to roughly 80 minutes.

Staff Development (Oct '21 and Oct '22)

2021-22 Actual Oct and 2022-23 Actual Oct



- There is a bigger first-year cohort this year than last year which accounts for the difference in coaching occurrences
- PD hours difference is, again, due to the shift in allotted time for weekly PD

ESL- Month to Month Comparison

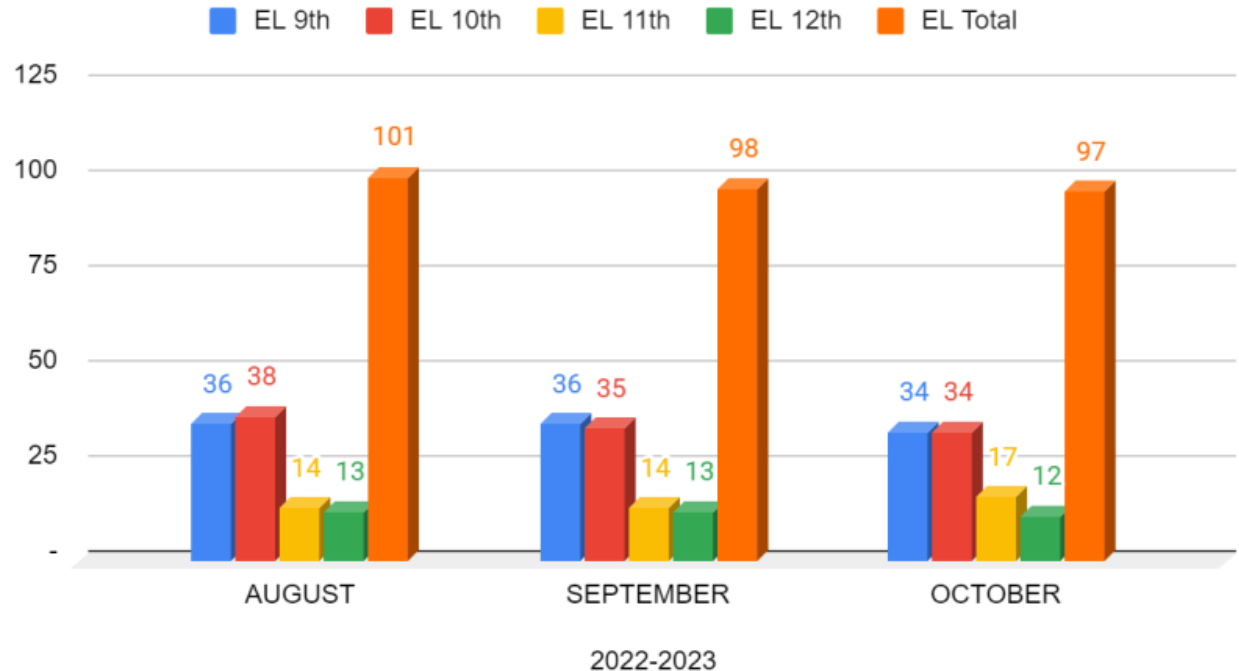
9th- Two new arrivers and four withdraws.

10th- One student promoted to 11th grade based on foreign transcript evaluation.

11th- Student mentioned before promoted from 10th, one student demoted from 12th (no show), one new arriver.

12th- Student mentioned before demoted from 12th

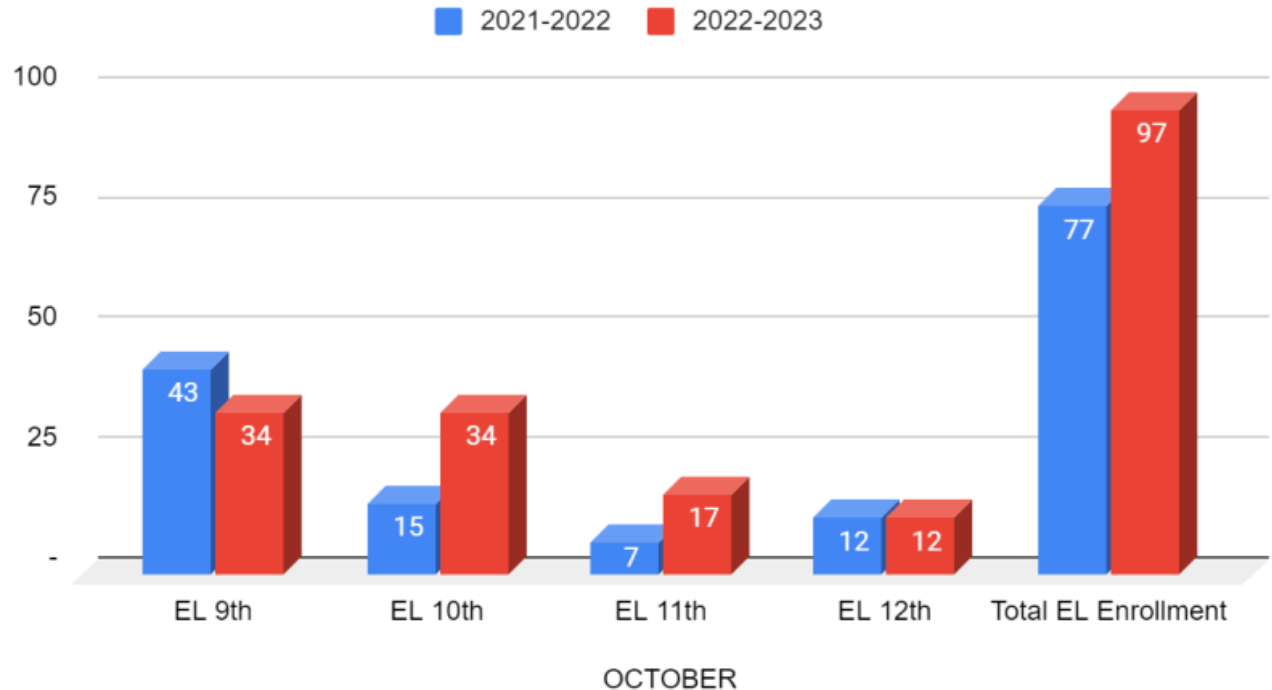
EL 9th, EL 10th, EL 11th, EL 12th and EL Total



ESL- Year to Year Comparison

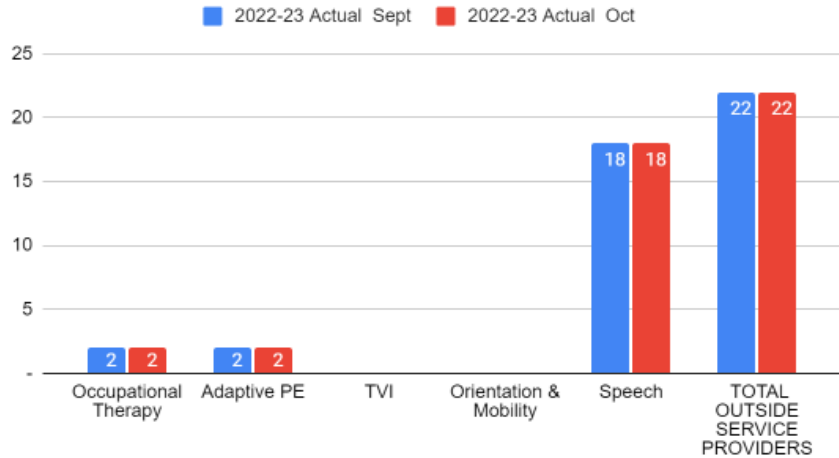
We are currently at a 26% increase in EL enrollment from last year. Our EL population is 25% of our total population. Previously our EL population has been between 10-18%. We are showing an increase on trend with increasing EL populations in Louisiana and other states nationwide.

2021-2022 and 2022-2023

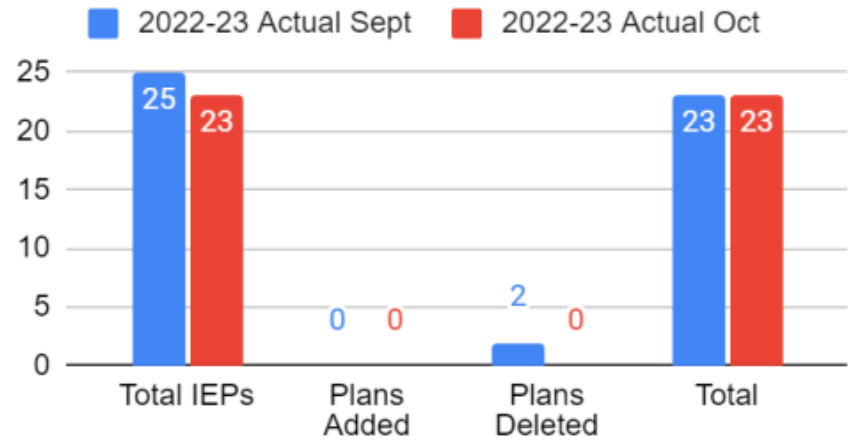


Special Education

Students Receiving Services from Outside Providers

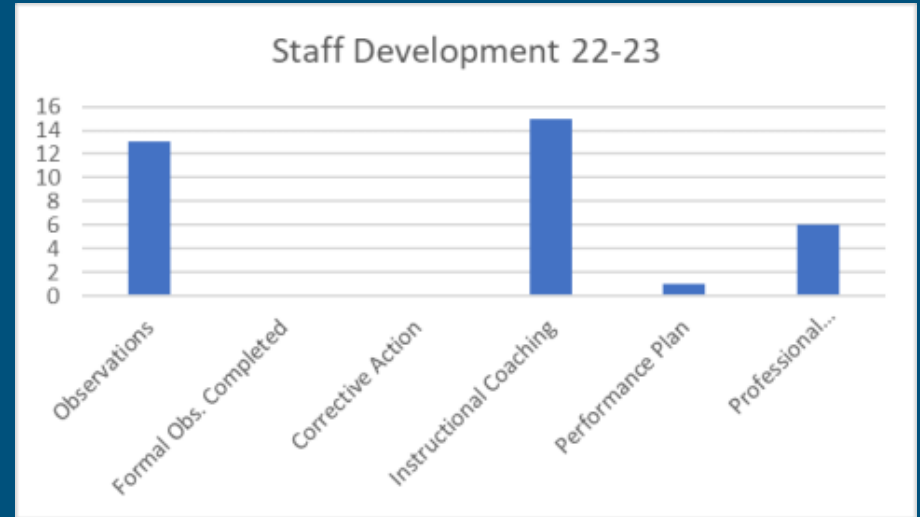
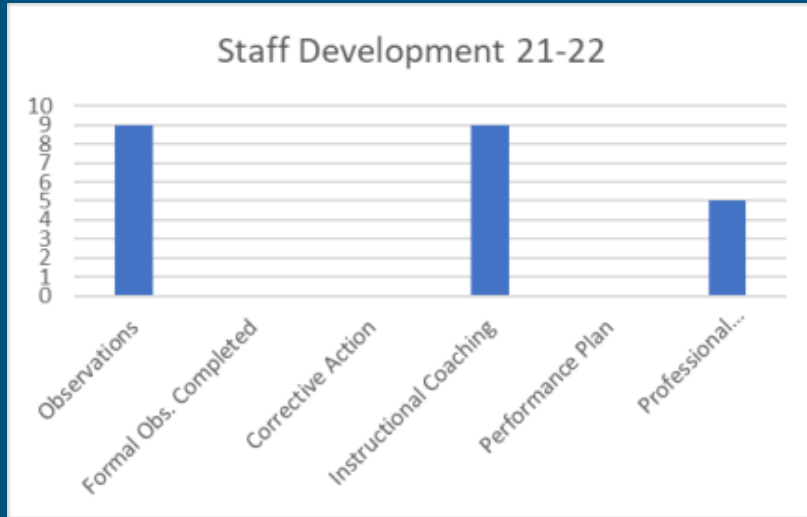


Special Education Students



For the month of October no data changed, 23 students remain with an IEP and 22 receive outside services.

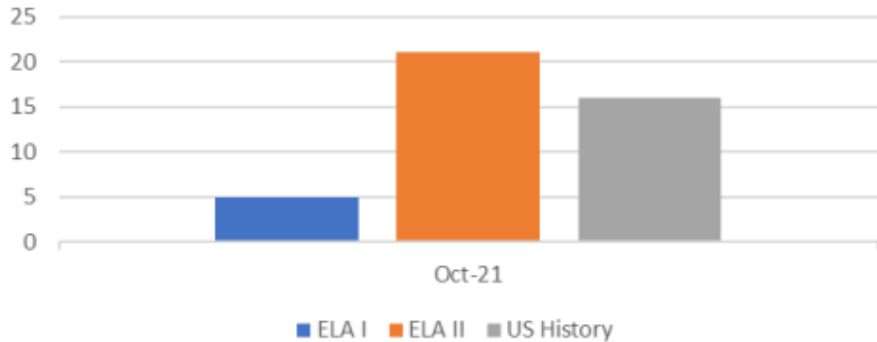
Staff Development



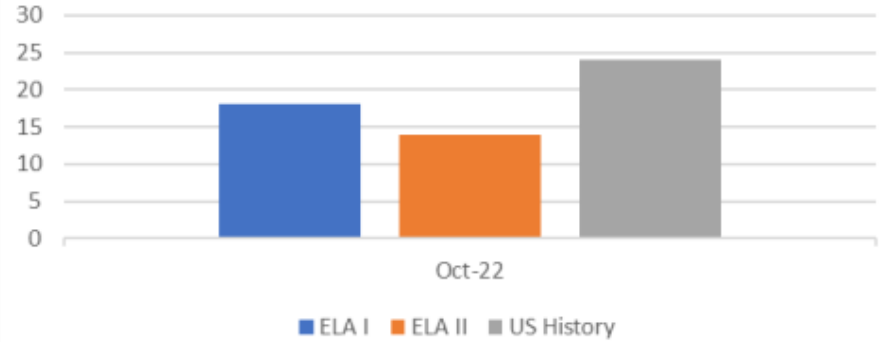
- There are more members in the new teacher cohort this; more observations/instructional coaching is needed
- There was less PD hours as teachers were given a records day

Remediation

ENG/USH LEAP Remediation

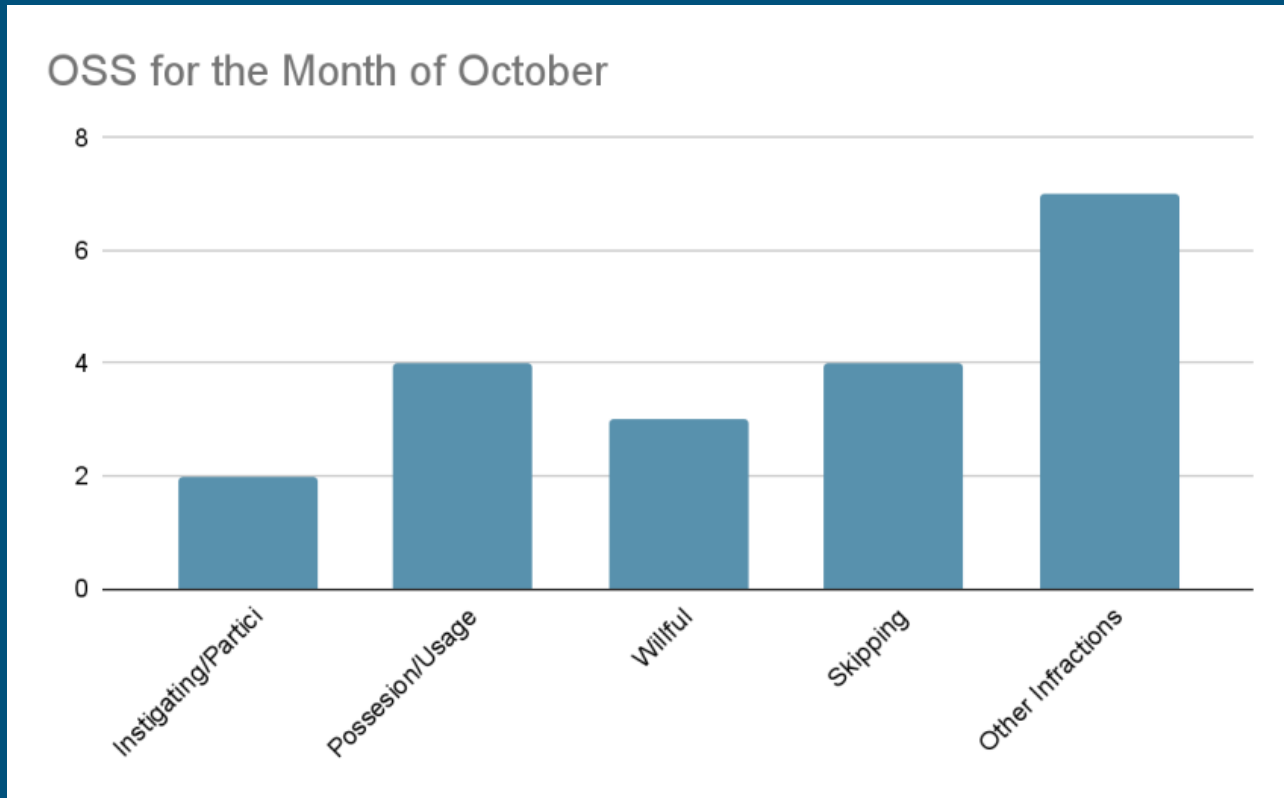


ENG/USH LEAP Remediation



- There has been an increase in the number of ELA I and US History students receiving regular LEAP remediation services this year; a decline in ELA II students receiving remediation.

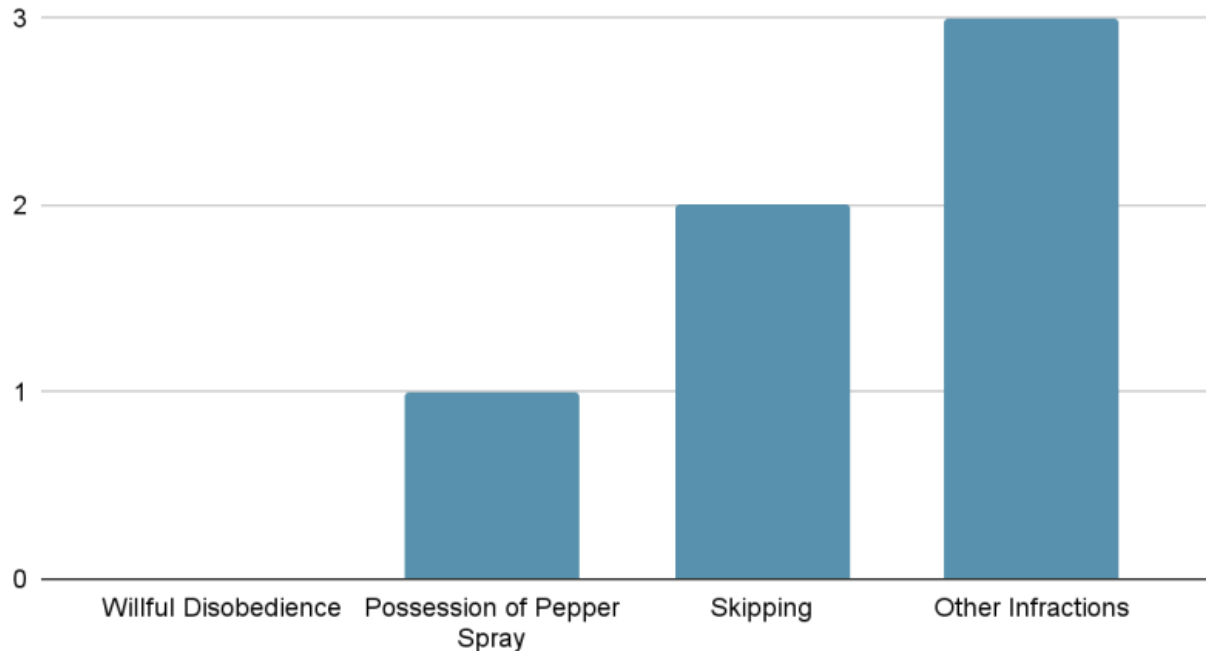
Culture



For the month of October, there has been an decrease in OSS for Possession of Vape Pens and other Infractions such as inappropriate language, pepper spray, etc. There has been a decrease in participating or instigating a fight, and willful disobedience. There has been an increase in skipping.

Culture

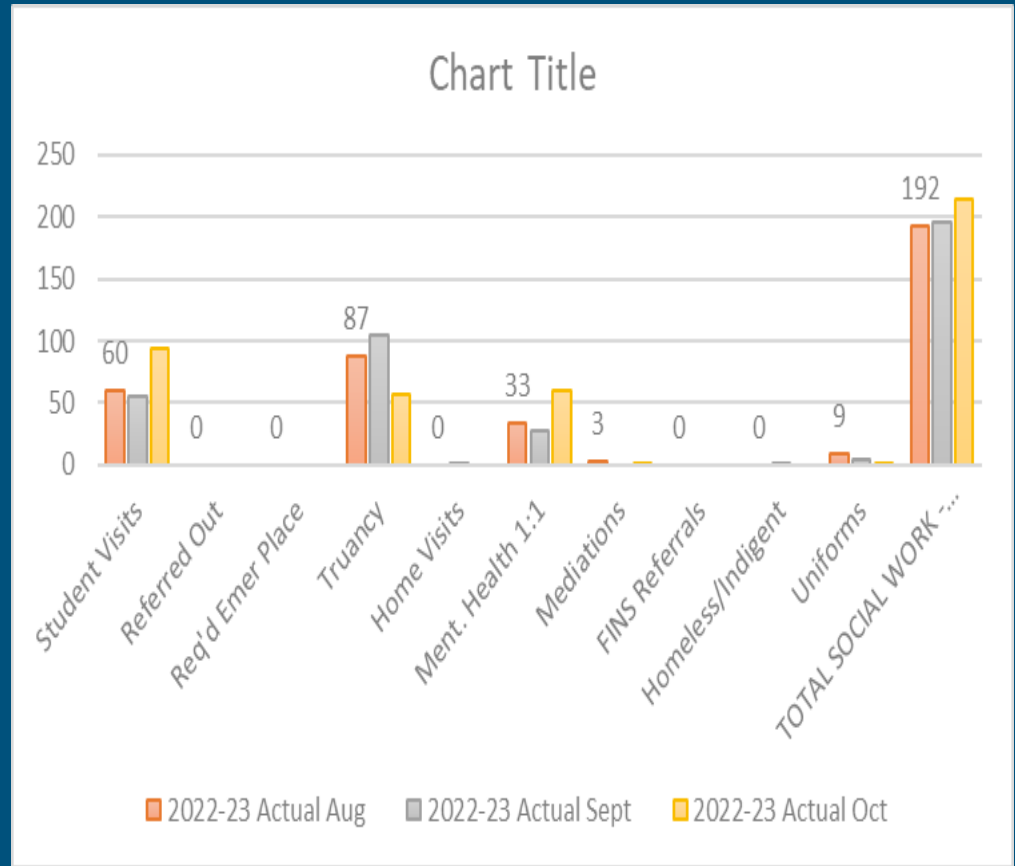
ISS for the month of October



For the month of October, there has been a decrease in ISS for Willful Disobedience and other Infractions such as inappropriate language, pepper spray, etc. There has also been a decrease in Skipping.

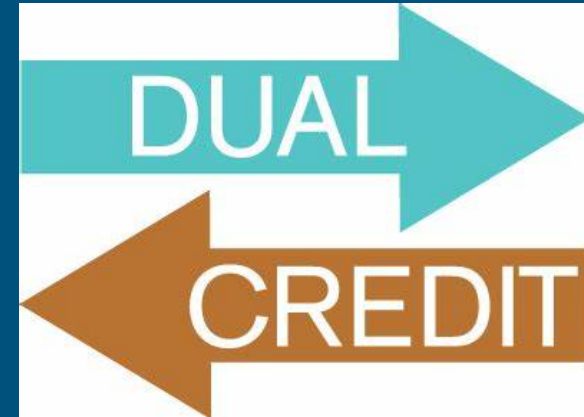
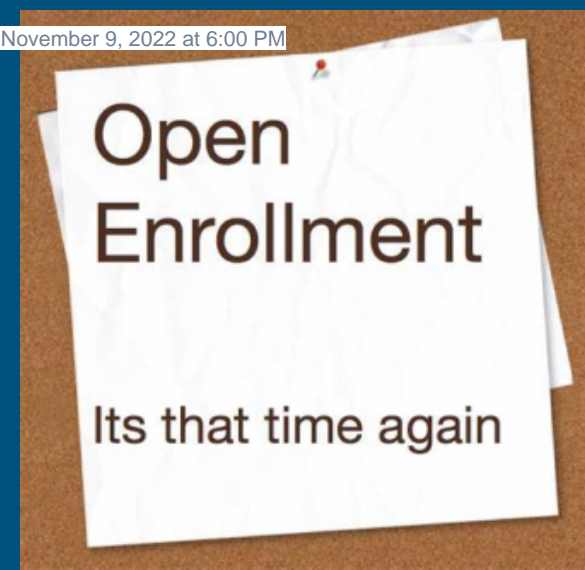
Social Work

- Truancy numbers are not accurate due to the challenges of reports not being able to specify absent days vs absent blocks.
- Mental health 1:1 visits are increasing as a result of absenteeism, grade decline, and dysfunctional home life among the student body.
- Mediations are stable as a result of culture addressing behavioral concerns in a timely manner.
- Overall, student visits have increase due to the support and acceptance students feeling in the SW department.



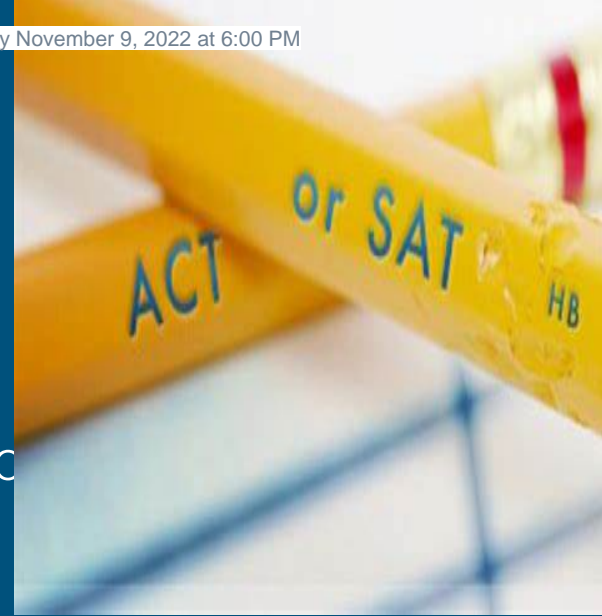
Counseling - Dual Enrollment

- Students who are enrolled in the dual enrollment courses for Fall 2022 is working to complete online assignments and their Mid-Term exam.
- The Fall semester will end prior to the December break.
- Students will begin the registration process for the Spring semester to enroll in the dual enrollment courses.
- Students are working to earn three carnegie units for each college course.



Counseling- Assessment

- We had a great number of students to submit their ACT registration for the October test date.
- ACT District Testing deadlines are approaching to submit request for accommodations for testers.
- Seniors are encouraged to register for the December test date for SAT and ACT.
- Collegiate partners are reviewing test scores to consider applicants for scholarship offers and admissions.



IHSNO First Quarter Analysis

November 2022

Grades (report card) analysis on academic progress compared to diagnostics

The following is a breakdown of the 1st-quarter grade distribution by academic department:

Dept.	A	B	C	D	F	Pass #	Fail #	Pass %	Fail %
ART	66	38	22	17	15	143	15	90%	9%
ENG	175	122	109	53	86	459	86	84%	15%
WL	174	57	35	30	38	296	38	88%	11%
MAT	113	153	123	103	54	492	54	90%	9%
PE	154	96	40	5	9	295	9	97%	2%
SCI	103	151	110	41	37	405	37	91%	8%
SS	112	108	105	44	92	369	92	80%	19%
IB	24	9	2	0	1	35	1	97%	2%

While it may seem like these number don't match enrollment, keep in mind that this grade distribution includes core and elective courses. That means a good number of students are counted twice in some of these categories; for example, a freshman takes Expository Reading and Writing and English I, so they would add two entries to the English Department grade distribution.

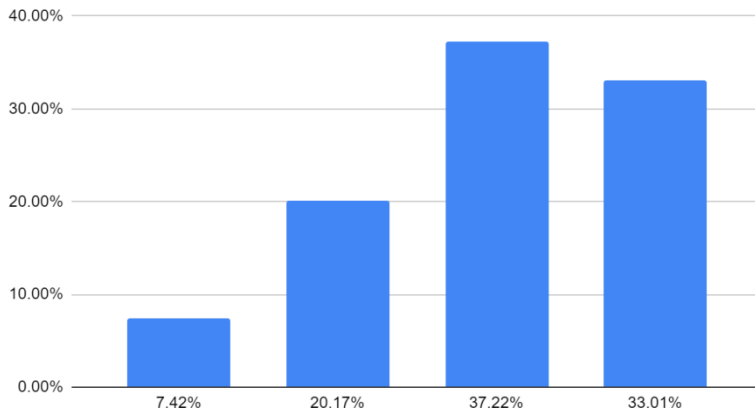
The standout thing is how English and Social Studies are the only two preps with a sub-90% passing rate. That suggests that literacy and/or writing proficiency may be lower overall than the foundational skills in other subjects. Seeing this early in the year is not concerning, though, as reading and writing are a mainstay in English and Social Studies curriculums. Students will have a lot of practice between now and the May LEAP sessions to grow toward mastery.

Diagnostic Data

The following charts show the initial proficiency levels of students in their core classes. All core subjects administered subject diagnostics in Performance Matters. The assessments were created by the administration based on each department's input as it related to the standards they taught over the course of a given school year. As these were the first measures of student abilities, the expectations as to what defined each attainment level. It was as follows: 35% or above was Advanced, 30% and 34.9% were Mastery, 25% and 29.9% were Basic, 20% and 24.9% were

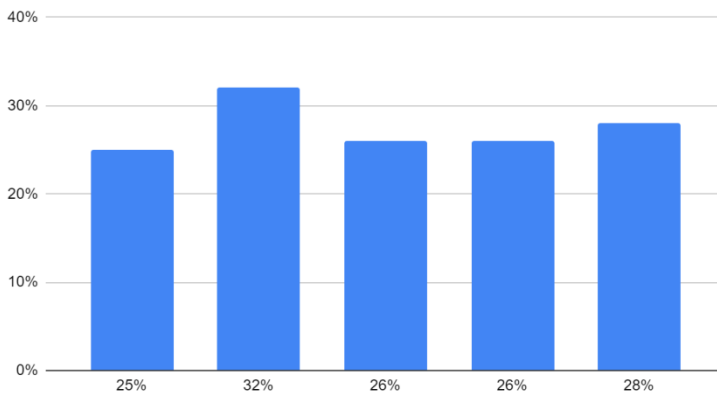
Approaching Basic, and below 20% was Unsatisfactory. Each bar in the graph is the average score for each subject area as described by the clarifying caption underneath. The next interim will be in December for semester final exams. Attainment levels will be adjusted to reflect more content covered and results will be analyzed in January to both measure growth and plan for instruction as it relates to concepts that show a need for re-teaching.

2022-23 Fall ENG Diagnostic Avg



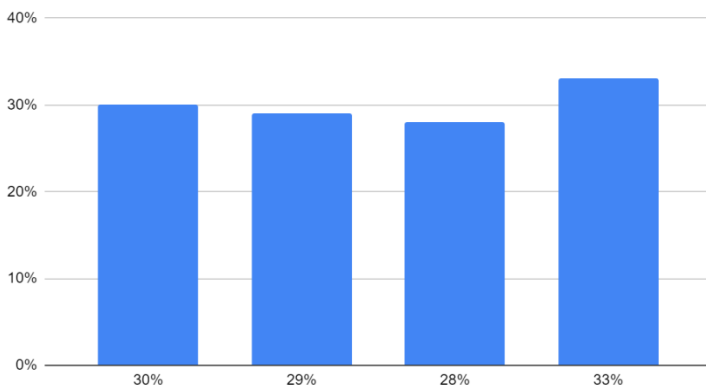
Left to right: English I, English II, IB English III, IB English IV

2022-23 Fall MAT Diagnostic Avg



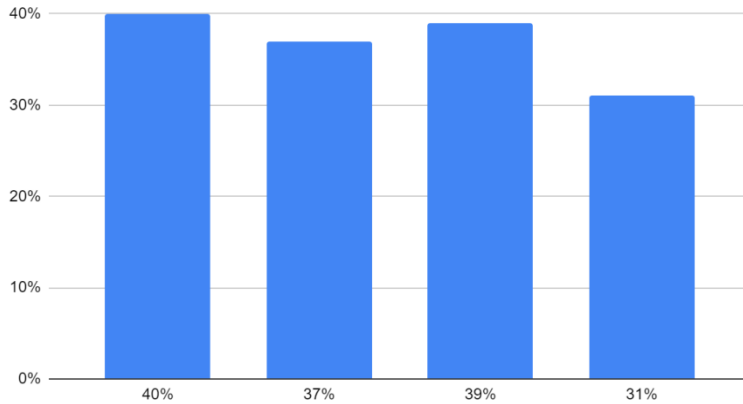
Left to right: Applied Algebra, Geometry, Algebra I, Algebra II, Probability and Statistics

2022-23 Fall SCI Diagnostic Avg



Left to right: Environmental Science, Chemistry, Biology, Anatomy and Physiology

2022-23 Fall SS Diagnostic Avg

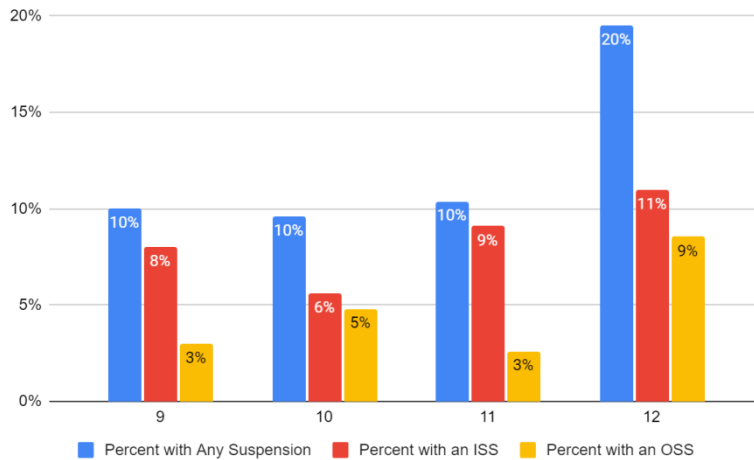


Left to right: World Geography, Civics, US History, World History

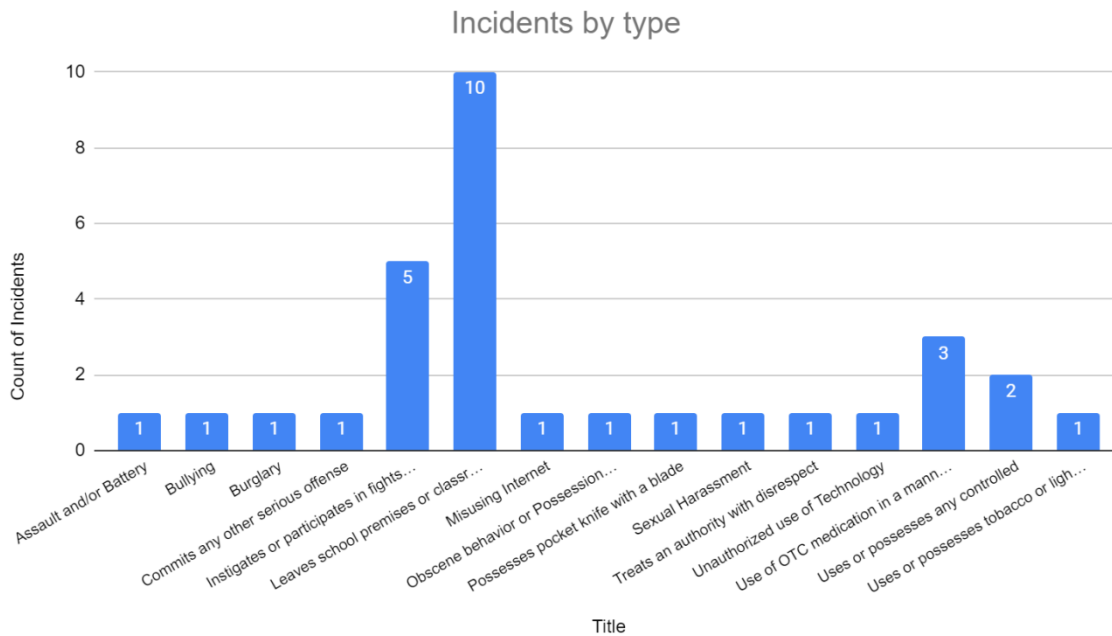
Extracurricular items

Culture

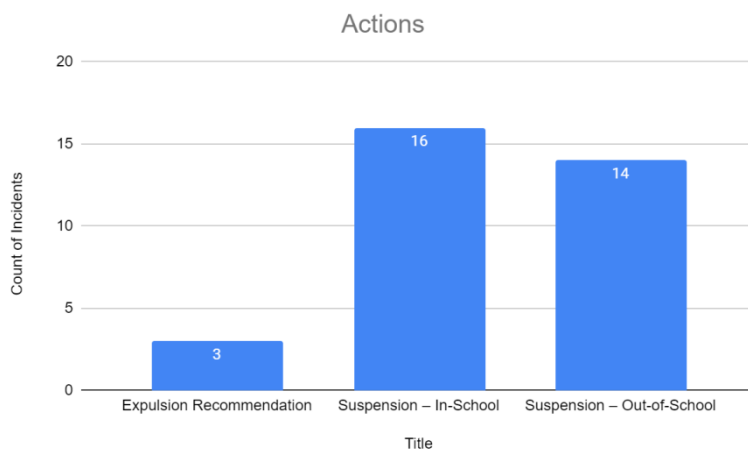
Suspensions by grade level



The chart above represents the percentage of suspensions in each grade level. Seniors have the highest percentage of suspensions in total, while the rest of the grade levels remain at 10%. Seniors are also the group with the most out-of-school and in-school suspensions. Sophomores are the second highest with out of -school suspensions (OSS) while juniors and freshmen showed a 3% of OSS rate. Juniors were the second highest group in ISS followed by freshmen. Academics are working to revamp CKH with a new cohort of process champions who will support teachers and share concrete strategies and resources to use CKH to reduce student negative behavior. The main causes of suspensions are displayed in the chart below:



The three major causes of suspensions are leaving school premises or classrooms (skipping class), instigating or participating in fights, and using over-the-counter medication. Students have received recommendations for expulsion, ISS, or OSS as consequences for these violations as shown in the chart below:



There are several factors affecting the suspension rate. There are students who skip class to stay in other faculty’s classrooms, students who try to go to the surrounding business and come back, and students who are not engaged in some classes and try to avoid the work by skipping. The staff has received instructions to not allow students to hang out in their classroom if they do not belong there, or only allow students out of their classes if other faculty need them and communicate directly with them via email. Students who participate or instigate in fights receive counseling support and strategies to refocus and control and channel emotions. Students involved in fights with others participate in restorative practices and Students received counseling from the social worker, we work with families to help students reintegrate after their suspension, with constant communication and bilingual support for EL parents. Students are also encouraged

to complete their classwork while suspended via Schoology to ensure they don't fall behind academically. Parents are mandated to attend conferences with the culture team during this process.

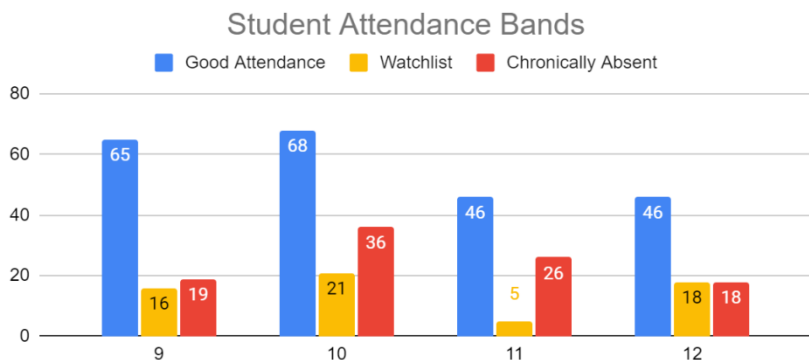
Athletics

offerings are composed of volleyball, cross country, soccer, girls' basketball, boys' basketball, cheerleading, and dance. Most of the sports have practice on Tuesdays and Thursdays from 4:00 to 5:30 pm. Coach Jordan, athletic director has continued with the volunteering partnership with the Pelicans and the saints to secure funding for sports and athletics at IHSNO. Students and faculty volunteer to work the concession stands during the games. All teams have started practicing. The number of students in each team is as follows:

Girls Volleyball	12
Cross Country	15
Chee	21
Dance	10
Boys Soccer	30
Girls Soccer	14

In addition to sports, students will have the opportunity to join clubs during their enrichment or study hall time on Fridays starting in mid-November. Teachers have been surveyed to sponsor different activities such as Dungeons and Dragons, and clubs such as photography, book club, gardening, student government, French, Arabic, film, chess, art, drama, business, podcast, etc. This dedicated club time is a wonderful opportunity for students to access extracurricular activity in an equitable way, as some students in the past could not join clubs or organizations due to time or transportation constraints.

Attendance



The chart above shows attendance per grade level updated up to 11.4.22. Nine grade has an average of 65% students in good attendance standing, 16% on the watchlist with 3 to 4 absences, and 19% chronically absent (over 5 absences). In tenth grade, we can see 54 % of students with good attendance, 16% on the watchlist, and 28% chronically absent, which shows a decrease in

good attendance compared to the 9th-grade level and an increase in the number of chronically absent students.

The upper classes have almost the same percentage of students with good attendance, with approximately 60% in 11th grade and 56% in 12th grade. Juniors have a higher number of chronically absent students compared to seniors. It is worth noting that some of these absences are due to the challenges with yellow bus transportation, and that tenth grade reported the highest percentage of absences, while 9th-grade students were the least absent this month. In order to improve attendance, the social worker and attendance clerk are making daily calls to explain the impact of absenteeism to parents and find the root cause of their absences. Students with 5 or more unexcused absences received attendance letters in the mail and calls to the parents from either the social worker or the attendance clerk.

Transportation

IHSNO secured yellow bus transportation with All About Kids, however, the new provider had previous obligations with other schools and could not start picking up students at the same time Donovan Transportation. This change affected the academic schedule. In order to accommodate all the families' needs, academics proposed a flex schedule. The schedule provided families the choice to continue with the 8:00 am start or to start at 9:00 am. Bus routes will cover the 9:00 start. The change affected several families who could not drop students off at the later start and pick them up at 4:45 pm, therefore we open the flex schedule application form to ensure all students could pick up the schedule that accommodates their needs.

We conducted two informational sessions for parents to answer any questions and get feedback. Parents expressed concerns with light day savings, safety in some neighborhoods, and family commitments. The principal worked one on one with families that needed special consideration.

The number of families requesting yellow bus transportation has increased since august as follows:

On 8/2/22 ridership was 115

On 8/29/22 ridership was 183

On 9/25/22 ridership was 187

On 10/31/22 ridership was 194

The new bus transportation has also provided transportation for the volleyball team during the season for 7 games during the month of October. In addition to All About Kids, Sylvan transportation has been contracted to transport students requiring special needs (wheelchair lift and door-to-door services).

Events

Open house

The fall open house was on November 5th. Faculty and staff prepared presentations about their department curriculum and activities. The cheerleader team was at the door greeting families.

We had eleven families attending. They learned about the different programs offered like languages, athletics, computer science, electives, and IB curriculum classes.

College Fair

The College Fair was a great success and well attended. Fifty-five collegiate partners and vendors were in attendance for the event. The parent and student participation was 100% capacity for 9th-12th graders. Parents enjoyed meeting with the collegiate partners and vendors at the College Fair. Different Louisiana colleges and universities participated, among them Mississippi State University, University of Southern Mississippi, Millsaps College, Mississippi College, Xavier School of Pharmacy, Paul Mitchell College, Delgado Community College Cosmetology School, NOCHI Culinary School, and Military Recruiters from various branches. Additionally, we had local vendors and employment recruiters on site.

The manager from Reginelli's set up a booth for students who are interested in completing a job application to work at Reginelli's. The president of Eureka College attended the College Fair as a recruiter. As a result of her visit, we have a senior who has been offered a full-ride scholarship to Eureka College. He plans to attend Eureka College and accept the scholarship offer.

Hispanic Heritage Celebration

The first quarter hosted school-wide events. First was the Hispanic Heritage Month celebration that took place on Wednesday, October 19. The date was originally set for October 12; however, that was an asynchronous school day to allow teachers to update academic records for first-quarter grade reporting. The event was part assembly and part outdoor festival. Approximately 14 students participated as either performers or emcees. Daniela Capistrano of DCAP Media was the guest speaker.

Senior FAFSA

Seniors will participate in a FAFSA completion workshop during the month of October. The focus of the workshop was to encourage seniors to complete their FAFSA application in a timely manner, and also remind them that both the senior and the parent needs to create a FASID account. Seniors who do not have a social security number should be required to complete a waiver form.

An Educational Consultant from the Louisiana Department of Education worked with seniors on October 20th to submit their FAFSA application. The educational consultant conducted four meetings throughout the day per class period to meet with seniors. Many of the seniors completed and submitted their FAFSA applications.

Coversheet

Policy for Video Surveillance of Special Education Settings Procedures

Section: III. Other Business
Item: A. Policy for Video Surveillance of Special Education Settings Procedures
Purpose: Discuss
Submitted by:
Related Material: ACT 456 Policy (FINAL).docx

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS

VIDEO SURVEILLANCE OF SPECIAL EDUCATION SETTINGS PROCEDURES

DEFINITIONS

“Parent” means a parent or legal guardian whose child receives special education and related services per the Individuals with Disabilities Education Act and is assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day instructional day.

“Classroom” shall mean a self-contained classroom or other special education setting in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day. “Classroom” shall not mean special education classrooms and other special education settings where the only students with exceptionalities receiving special education and related services are those who have been deemed to be gifted or talented and have not been identified as also having a disability.

“Self-contained classroom” means a classroom on a regular INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS school campus (i.e., a campus that serves students in general education and students in special education) in which a majority of the students in regular attendance are provided special education and related services. “Board of Trustees/Directors” means a majority of the INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS Board of Trustees of the non-profit charter organization.

“School business day” means a day that campus or INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS administrative offices are open.

“Incident” means an event or circumstance that involves alleged “abuse” or “neglect,” as those terms are defined in Article 603 of the Louisiana Children’s Code, of a student by an employee of INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS or of a student by another student; and allegedly occurred in a self-contained classroom or other special education setting in which video surveillance is conducted under Louisiana Revised Statute 17:1948.

PURPOSE

Video surveillance under this Policy is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings.

GENERAL REQUIREMENTS FOR REQUESTING VIDEO SURVEILLANCE

Pursuant to Louisiana Revised Statute 17:1948 and 3996(B)(59), parents and/or legal guardians may request, in writing, the placement of a camera to be installed in a classroom that meets the criteria above. If INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS grants the request, INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall place equipment only in classrooms or settings in which the parent’s child is in regular attendance.

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall designate an administrator at the primary administrative office of INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS with responsibility for coordinating the provision of equipment to INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS in compliance with this section. A parent must submit a request to the principal or the principal's designee of the school or campus addressed in the request, and the principal or designee must provide a copy of the request to the administrator.

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall provide a response to a request not later than the ***seventh school business day*** after receipt of the request by the person to whom it must be submitted that either authorizes the request or states the reason for denying the request. INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS ***shall begin operation of a video camera in compliance with this policy not later than the 45th school business day***, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized.

NOTICE OF CAMERA PLACEMENT

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall provide written notice of camera placement to all who enter a classroom where a camera is installed, including teachers and other school employees, students in the classroom, the students' parents and legal guardians, and authorized visitors.

RESTRICTIONS ON VIDEO RECORDING

Video cameras must be capable of covering all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out. Video cameras must also be capable of recording audio from all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out.

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall not place the camera in a location or area designated for students to change or remove clothing, including the interior of a restroom.

TIMES OF OPERATION

Cameras shall be operational at all times during the instructional day when students are in the self-contained classroom or other special education setting.

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall operate and maintain the video camera in the classroom or setting, as long as the classroom or setting continues to satisfy the requirements under this policy, for the remainder of the school year in which the school or campus received the request, unless the requestor withdraws the request in writing.

If for any reason INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall notify the parents of each student in regular attendance in the classroom or

setting that operation of the video camera will not continue unless requested by a person eligible to make a request.

Not later than the tenth school day before the end of each school year, the school or campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request.

This policy applies to placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.

PROCEDURE FOR REQUESTING ACCESS TO RECORDINGS

(a) Persons Eligible to Request Access in Response to an Alleged Incident.

Under limited circumstances, the following individuals may access video recordings in response to an alleged Incident:

- (1) a Staff Member involved in an Incident that is documented by a video recording for which a complaint has been reported to INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS;
- (2) other INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS employees involved in an Incident documented by a video recording for which a complaint has been reported to the School;
- (3) a Parent of a student involved in an Incident that is documented by a video recording for which a complaint has been reported to INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS;
- (4) appropriate Department of Family and Protective Services (“DCFS”) personnel as part of an investigation;
- (5) a peace officer in response to a complaint or investigation of an Incident;
- (6) a school nurse in response to a complaint or investigation of an Incident;
- (7) an administrator trained in de-escalation and restraint techniques in response to a complaint or investigation of an Incident;
- (8) a human resources staff member designated by INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS’s Board of Trustees/Directors in response to a complaint or an investigation of an Incident; or
- (9) appropriate INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS or State Board for Educator Certification personnel or agents as part of an investigation.

(b) Child Abuse and Neglect Reporting

If a person described by numbers (5) – (9) above views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child, the person must file a report with DCFS or other authority in accordance with Board policy.

If any person described by subsections (5) - (9) above who views the recording believes that the recording documents a possible violation of INTERNATIONAL HIGH SCHOOL

OF NEW ORLEANS policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS policy relating to the neglect or abuse of a student may be used as part of a disciplinary actions against INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS personnel and shall be released at the request of the student’s parent in a legal proceeding.

(c) *Parental Requests*

A parent or legal guardian request to review must fall into one of the above categories and allege an Incident. The individual must file an Incident Complaint and Request to Access Video Recordings. On this Form, the individual must assert an:

- (1) Incident involving alleged:
 - a. Abuse of a student by a INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS employee;
 - b. Neglect of a student by a INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS employee;
 - c. Physical Abuse of a student by another student; or
 - d. Sexual Abuse of a student by another student
- (2) The incident must have allegedly occurred in a Self-Contained Classroom or Other Special Education Setting in which video surveillance is conducted under these Procedures.

CONFIDENTIALITY OF VIDEO RECORDINGS

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS will take every necessary precaution to protect student privacy and determine to whom and under what circumstances the recordings may be disclosed. The recordings shall not be considered “personally identifiable information” as defined in R.S. 17:3914. Video equipment must be able to redact student faces in accordance with FERPA. If INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS determines that the recording is an “education record,” INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall release the recording in accordance with FERPA. State law does not limit the access of a student’s parent to a record regarding the student under FERPA or other law.

In order to review recordings for potential release, and operation and maintenance of the equipment, the following individuals shall have access to the video equipment: the superintendent, the assistant superintendent of administrative services, the director of special education, the assistant superintendent of technology, the network administrator and network assistant.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording is not in violation of this policy.

RETENTION OF RECORDINGS

INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall retain video recordings from a video camera placed under this policy for at least three months after the date the video was recorded. Recordings are stored and disposed of in accordance with INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS's video and audio recording retention and storage policy.

If a person eligible to receive a copy of the video pursuant to a request under this policy, INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

COMPLIANCE WITH THE NATIONAL FIRE PROTECTION ASSOCIATION'S LIFE SAFETY CODE

Pursuant to the requirements of La. R.S. 17:1948(C)(6), the installation of all cameras and surveillance systems installed pursuant to this policy shall comply with the National Fire Protection Association's Life Safety Code.

TRAINING OF SCHOOL STAFF

Any teacher(s) or school employee who provides services in a classroom where cameras are installed shall be trained on compliance with the provisions of this policy within ten days of the commencement of work in the classroom or the installation of the surveillance equipment.

SPECIAL EDUCATION VIDEO/AUDIO MONITORING REQUEST FORM

A parent, as defined by Act no. 456 of Article III, Section 2(A)(4)(b)(i) to enact R.S. 17: 1948 and 3996(b)(59) of the Constitution of Louisiana, may request that video and audio equipment be installed in a self-contained classroom or other special education setting that meets the requirements of state law for such video and audio monitoring. In order to make a request, complete the information below and submit this form to the [administrator].

Name of Student: _____ **Student ID #:** _____

Relationship to Student:

Parent

Legal Guardian

Requester Printed Name: _____

Address: _____

City/State/Zip: _____

Home Phone: _____ **Cell Phone:** _____ **Office Phone:** _____

Email Address: _____

Per International High School of New Orleans Special Education Video/Audio Monitoring Policy, I am requesting video/audio surveillance be installed in the Special Education self-contained classroom listed below.

Requester Signature

Date

For INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS Office Use Only

Room Number	Teacher Name
<hr/>	
Principal Printed Name	
<hr/>	
Principal Signature	Date
<hr/>	
Director of Special Education Signature	Date
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Form Must Be Submitted to the [administrator]	

SPECIAL EDUCATION VIDEO/AUDIO REVIEW REQUEST FORM

Name of Student: _____ Student ID #: _____

Relationship to Student:

- Parent Legal Guardian

Requester Printed Name:

Address: _____

City/State/Zip: _____

Home Phone: _____ Cell Phone: _____ Office Phone: _____

Email Address: _____

Per International High School of New Orleans Special Education Video/Audio Monitoring Policy, I am requesting to review video/audio surveillance from the date and time listed below:

Date _____ Time _____

Purpose of Review:

- Abuse of a student by a school district employee;
- Neglect of a student by a school district employee;
- Physical Abuse of a student by another student; or
- Sexual Abuse of a student by another student

Statement

Requester Signature

Date

Office Use Only: [Administrator] Signature & Date Received: Approved Denied Reason:
