



Voices for International Business and Education

VIBE Academics Committee Meeting

Date and Time

Monday September 26, 2022 at 6:30 PM CDT

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

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

Last years Goals:

Streamline the Academic Dashboard

Monitor and increase the progress of the School Performance Score

Monitor student progress on the ACT assessment

Monitor and increase the effectiveness of the distance learning program at IHSNO

Proposed Goals for new year:

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

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

Discuss any additional Goals to consider

B. Review and Confirm meeting dates and time for the Academic Committee

Academic Committee meeting 2nd Wednesday

Sept 26 5:30

Nov 19 5:30

Jan 11 5:30

March 8 5:30

May 10 5:30

C. Vote to Accept the committee goals & meeting dates for School Year 22-23

D. Academic Dashboard and HOS Report

Review Academic Dashboard

August Monthly Report Presentation 2022-23

IHS Ready to Achieve 2022-23

School Culture

Technology

III. Other Business

A. Reimagine Grant progress report

Presentation by Reimagine Team to be done at Special Board Meeting 9/27/22

Material Amendment Revised To be voted on at Special Board Meeting 9/27/22

B. Review items for oversight

Progress on Pupil Progression Plan Due in October

IV. Closing Items

A. Next Meeting

October 2022

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, Adulting, 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: D. Academic Dashboard and HOS Report
Purpose: Discuss
Submitted by:
Related Material: Copy of 22-23 Dashboard by Department_.xlsx
Academics Report August 2022 a.pdf
_August Monthly Report Presentation 2022 -23.pptx
IHSNO Ready to Achieve 2022-2023 - Final (002).pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Copy of 22-23 Dashboard by Department_.xlsx



Academics Report

August 2022

Annual Goals

Goal 1: Ensure that all students are educated in the International Baccalaureate Curriculum framework

Goal 2: To improve the academic success of all students

Goal 3: Build a safe, supportive, and nurturing environment allowing students and staff to focus on the work at hand while minimizing distractions.

Goal 4: Institute long-range planning as a built-in aspect of the school's and administration's approach to budgetary and programmatic decision-making.

Overview for the month

The month of August marks the beginning of the school year for students. There are several projects that start this month. During the month of August, we had scheduled days, freshmen academy, and the first day of school for students. New teachers were onboarded, took CKH training, and attended BOY PD along with returning staff members. This month we completed diagnostics, level-up classes, and drop students who were no show. JC had to work on a lot of different systems that she did not manage before, and in there were multiple challenges with access to systems like school messenger, performance matters, the closing of the year data in Power schools, link, and BOY set up of power schools. In these months systems like LINKS are updated for new students and updates for IEPS, IHPs, and Home Language and Social work referrals are needed.

Completed Projects

BOY PD: All sessions scheduled in the BOY PD were delivered. We received excellent feedback on the different activities and learn that teachers appreciated the transparency in presenting the state of the school so they know the currency in accomplishing the goals for the school year.

Covid testing: Covid testing resumed on the third week of August. We had multiple covid cases this month. Students who have reported feeling sick have been sent home for testing with the nurse.

Attendance reports: Principal worked with the front office and HoS to spell out the different steps to track daily attendance. There were a variety of reports not being pulled by VJ, the attendance clerk. We met with VJ and expressed our concerns about her performance and



offer support. PA created a loom to teach Ms. Vervian how to pull absentee reports on daily bases. JC and FM created a timeline to help VJ know the expectations in terms of attendance and this timeline was also communicated to teachers so we can get their support to enter attendance in a timely manner.

Enrollment process: Principal met with counselors, AP, and registrar to talk about the enrollment process and what happens after the student is enrolled in the main office. The concern was having students with IEPs, IHPs, ELLs, and social work referrals not identified as soon as they register. The process now will be streamlined by having the registrar make and secure copies of these specific plans and communicate immediately with the appropriate department (SPED, ELL, SW, Nurse). This will ensure all students are identified if they have specific needs. Folders with prongs and covers will be ordered to start facing out file folders, which are not easy to organize, and the student paperwork can fall and get misplaced.

Classroom readiness checklist: AP and PR conducted classroom readiness walkthroughs to ensure classrooms are conducive to learning. Teachers missing items on the classroom readiness checklist receive a second visit.

Nursing Services: The Nurse Hillard has been reviewing the Louisiana Immunization Network (LINKS) to audit IHSNO students for immunizations.

- 47 students are due immunizations for the months of August and September. Letters are being sent out to the parents/guardians. Counseling

Senior Common App Workshop: A Common App Workshop was held on August 29th. Ninety-seven percent (97%) of seniors attended the workshop and had the opportunity to ask questions about the platform. Seniors created a common app account, learned about required courses to graduate, ACT and SAT registration, grade tracking in PowerSchool, college admissions, protocols for meeting with the senior counselor, and how to request letters of recommendation.

Senior FAFSA workshop: An Educational Consultant from the Louisiana Department of Education discussed the steps to completing the FAFSA application. Eighty (80) seniors attended the session. Seniors created their FASID account and parents will receive instructions during common app parent night on Sept 7th. An additional session will be scheduled to work with seniors to complete the entire application

Volunteers Needed: Plans and agreements were finalized for IHSNO to volunteer again this football season at the Superdome working with Fanatics for \$100.00 per volunteer to be donated to IHSNO Athletics.

Current Projects

PTSA: To start the PSTA (former PTO) organization for the year IHSNO will integrate teachers and students. Parents have received a link to choose the best day for the first



meeting. The possible dates are Sept 20th, 29th, and Oct. 8th. We will have an outdoor event to get stakeholders involved with door prizes and house points awarded to students and families participating.

Curriculum and Instruction

ELL: Screening for students who speak a different language other than English at home has started. Students who registered after the screening last school year will also be included.

IB Program:

- IB MYP implementation is in the early stages of planning. IB coordinators will work closely with DP teachers to determine strategies to introduce MYP in 9th and 10th grades.
- The process of request for candidacy is still on track as planned with Reimagine Schools.
- 5-year evaluation committee meeting is scheduled for September 15th.
- The action plan has been updated in MyIB along with a year of staff professional development.
- The following policies will need to be reviewed for the evaluation: Academic Integrity policy, Language Policy, Access and Inclusion policy, and IB handbook.

Culture: Ms. Armstrong, the Assistant Dean of Culture, began teacher and classroom observations in accordance with the CKH Walkthrough evaluations. The start of the school year has been very active with student behavioral interventions and behaviors requiring the Culture team to hold mediations and assign various consequences. The large number of Culture responses needed does not allow much time for walkthroughs.

Upcoming Projects

Parent Meeting: Parent Common App road to success night will be held on Sept 7th. Senior parents will attend a FAFSA presentation similar to the one students have. We will celebrate parents for supporting students through their academic careers

Back-to-school night: AP and PR will be working on the ET for a back-to-school night on Sep. 13th from 5:30 to 7:30 pm.

Constitution Day: Social studies will receive judge for constitution day. Judge Ervin-Knott will come and speak to students from 9:30 am. The aim is to learn information about law-related topics.

Progress Learning set-up and training for LEAP course instructors: The Instructional Coach will provide training on the assessment platform Progress Learning to LEAP course teachers; Algebra, Geometry, ELA I/ II, US History, and Biology. This program was purchased to provide LEAP teachers with an instructional and assessment tool dedicated to



LEAP courses. The goal is to increase school LEAP scores across every tested subject. LEAP teachers will use Progress Learning for all assessments; remediation practice is automatically assigned to students based on assessment performance. Teachers will review the data generated by the program to monitor student progress and assign individualized remediation to students.

Identification of students for remediation in ELA and SS LEAP courses. The Remediation Specialist will collaborate with ELA and SS teachers to identify which students need remediation in ELA and SS based on Diagnostic results and academic performance. She will compile a list of students referred for remediation and will create a remediation data tracker to track the remediation cycle of each student referred for remediation. The remediation cycle will last 6 weeks. Teachers will rate each student referred for remediation at the beginning of the remediation cycle. The Remediation Specialist will create a remediation plan for each student.

First coaching cycle for new teacher cohort: Pre-observation meetings with the new teacher cohort are being planned. Teachers will complete a self-assessment of their first month of teaching. The Instructional coach will guide each cohort member to create a SMART goal for their first coaching cycle and the first observation is scheduled. The teachers will reflect on their received feedback after observation to create smaller goals to assist them in reaching their first coaching cycle SMART goal. Depending on individual needs for each cohort member's success at reaching their SMART goal, IC will schedule subsequent classroom observations.

Dual enrollment: The dual enrollment program student enrollment is (92) for the Fall semester. Students are requesting to be enrolled in the program. Students are working on creating their accounts with Moodle to access the course section.

Human Resources

Social Studies

- **Staff Needed:** We began the year with 1 of 3 social studies teachers in place. Interviews have been conducted to fill the positions. At the end of August, there were two long-term substitutes in place from EnrichEd.

Languages and Electives

- IHSNO received a teacher from TLCP who began in August. The teacher had several challenges with being away from his family in Morocco and has since returned to his home country. His classes have been transferred to other teachers.

Openings: The following vacancies need to be filled in academics

- 1 Social studies teacher
- 1 school counselor 9th-10th grade



- 1 social worker
- 1 math and science interventionist

Professional Development:

- 08/10/22- Teachers had work time to finish setting up their classrooms according to the classroom checklist as inspections were upcoming.
- 08/17/22- IBDP teachers meeting concerning upcoming renewal items; AP facilitated a one-hour training on School Connectedness that centered on how building meaningful relationships can help improve academic performance; teachers who did not finish McKinley Vento during BOY training had time to finish
- 08/24/22- Records day for teachers as diagnostic testing ended and the need to rework lessons plans for actual content delivery was a priority
- 08/31/22- Director of Operations did a one-hour presentation on school safety covering fire drill procedures; teachers had 45-minute training on Title IX overview via SafeSchools.
- Workshops will be scheduled for staff/faculty members moving into new roles, especially Eisenlohr in the assistant IB Coordinator role
- Virtual or in-person IB workshops have been selected for EE coordinator and other DP faculty but the status for next year needs to be confirmed before investment.

Celebrations/highlights

- Former Diploma recipients [Derick Mejia](#) and [Marco Pineda](#) spoke with DP seniors as they started the school year.
- Common App workshop was extremely successful and helped seniors visualize themselves enrolled in higher education
- House initiatives, houses kick-off day was wonderful and students are very engaged in the point system.
- Security check-in process has improved significantly since the first week of school
- students are receiving high quality and delicious meals on a daily basis



Academics Report

August 2022



IHSNO Enrollment

Enrollment	August 2021			Aug 2022	
9 th	137			107	
10 th	90			141	
11 th	70			82	
12 th	90			82	
Total	387	---		412	---

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 August was 387. This year's enrollment for August is 412, a gain of 25 enrollees for the first month of school.

International Baccalaureate

- Highest number of 11th grade Diploma Candidates since 2016
- 5-year evaluation underway
 - Items for preliminary review being compiled for December 15th deadline
 - Self-study also taking place with submission deadline of March 1st

1 course	50	57
2-3 courses	1	8
4 or more courses	-	2
IBDP Candidates	28	13
TOTAL IB PROGRAMME - 11th Grade Enrollment	79	80
<u>IB Programme Enrollment 12th Grade</u>	<u>2022-23 Actual Aug</u>	<u>2021-22 Actual Aug</u>
1 course	67	60
2-3 courses	3	2
4 or more courses	-	1
IBDP Candidates	8	16
TOTAL IB PROGRAMME - 12th	78	79

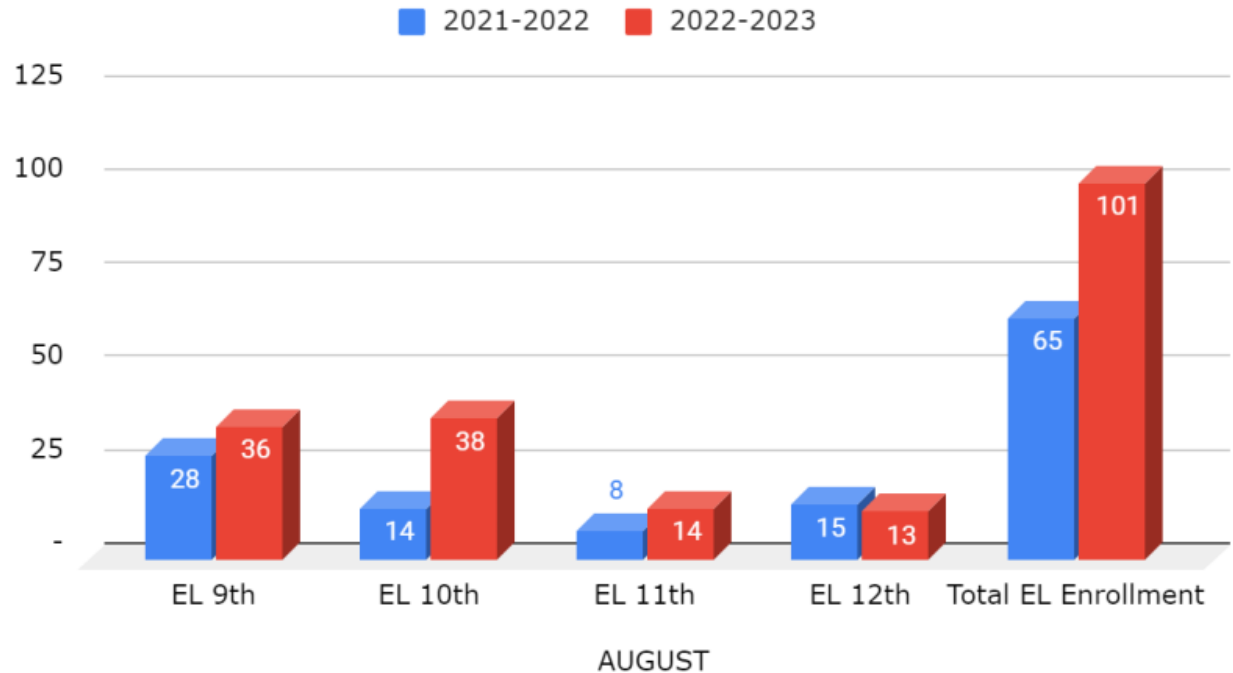
ESL- year to year comparison

9th- while 21-22 9th grade cohort was our largest ever, we see that this year's cohort continues to grow. This number will decrease once no-show drops are made. As foreign transcripts are submitted and reviewed, students will be promoted.

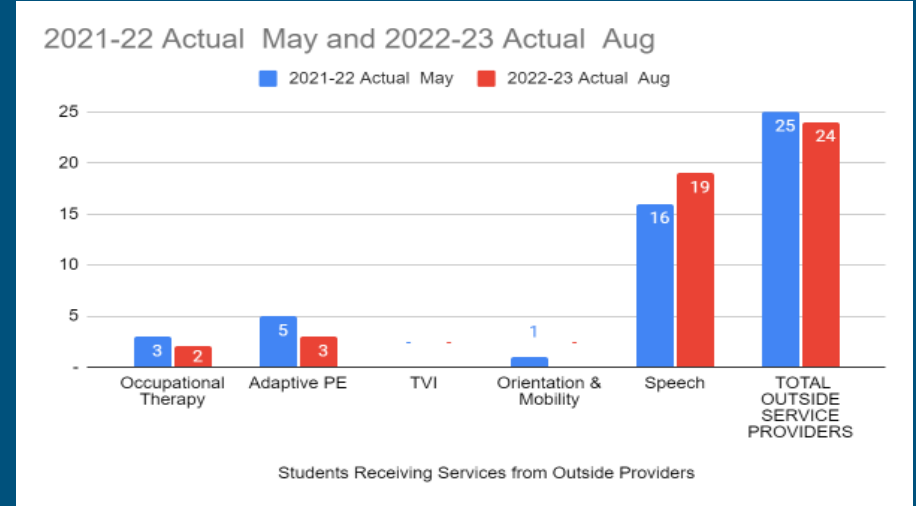
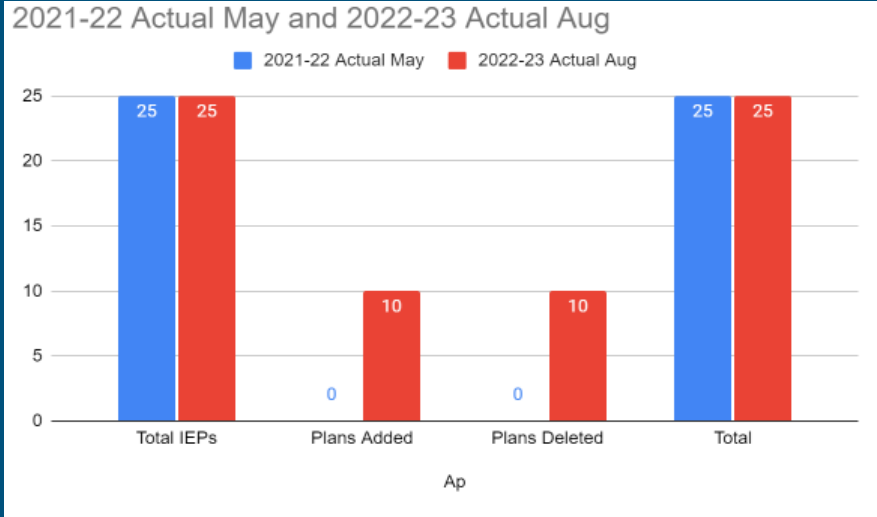
10th- the 10th grade cohort is on track with last year's 9th grade numbers, which were a historical high. This number will decrease once no-show drops are made.

11th- 11th grade numbers are on track with last year's May count.

2021-2022 and 2022-2023



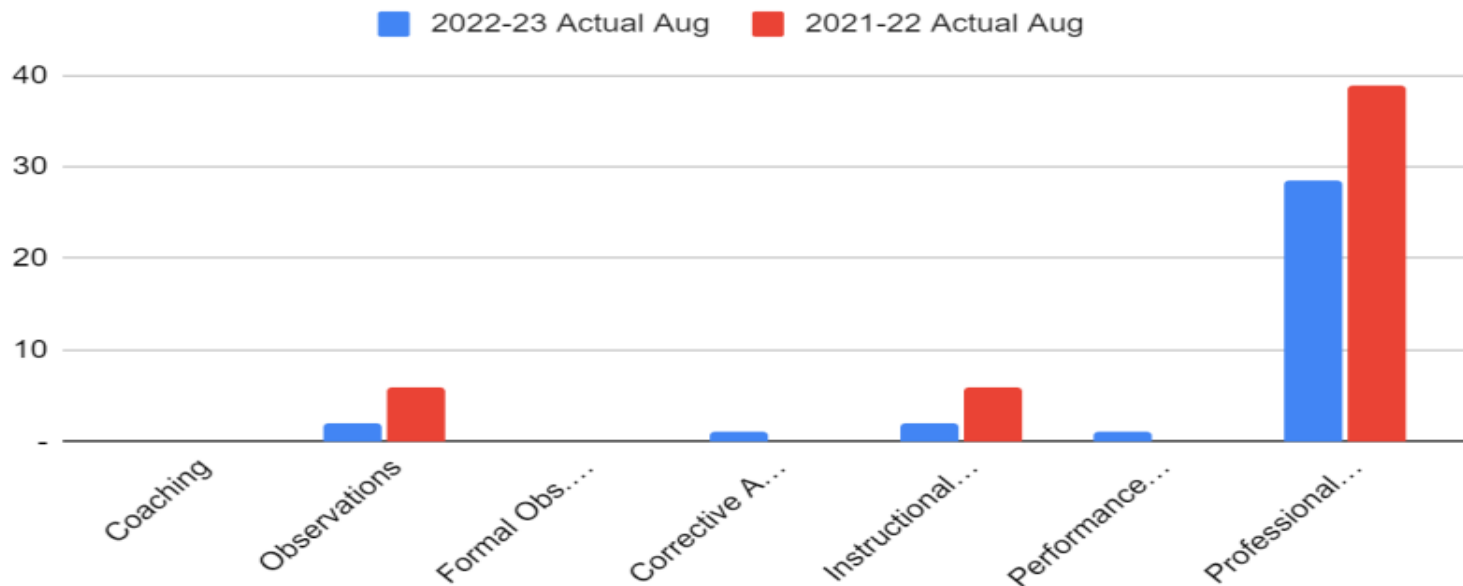
Special Education



21-22 cohort we ended with 25 students that had an IEP, and 25 whom received services from outside providers. Speech being the highest service. For the 22-23 school year we started with 25 IEPs, 8 students were exited out of SpEd due to graduation; 2 IEPs closed jurisdiction and transferred to another school. Making the total of 15 IEPs to start the month of August, 10 new IEPs were added to IHSNO Jurisdiction bringing the total to start the year of 25. For services, it decreased by one, decrease in APE services and increase in Speech, no OT.

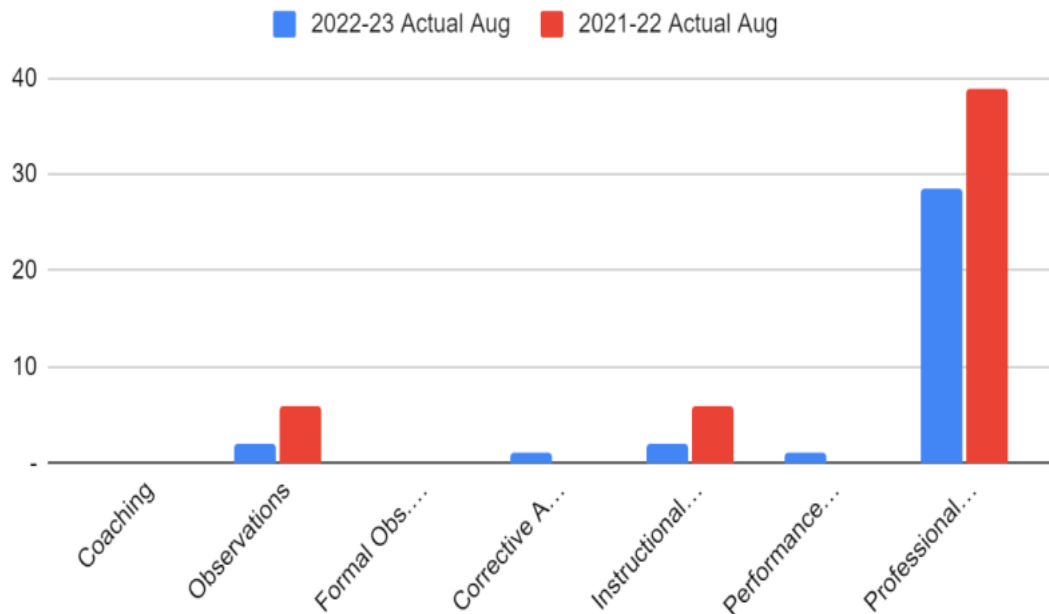
Staff Development

2022-23 Actual Aug and 2021-22 Actual Aug



Staff Development

2022-23 Actual Aug and 2021-22 Actual Aug



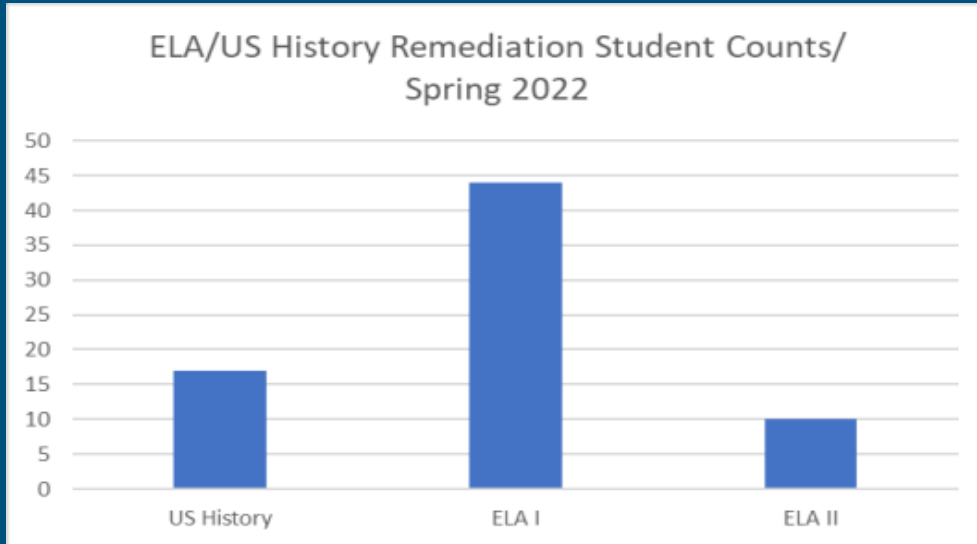
Staff Development

Powered by BoardOnTrack

There were some slight differences in the start of the 2022-23 school year as compared to 2021-22

- There were fewer PD hours as a result of the intention of having embedded records days in the Wednesday PD schedule rotation
- Informal observations saw an uptick.
- One mediation conversation was had, hence the corrective action indicator, and a performance plan from last year has rolled over into this year.

Remediation



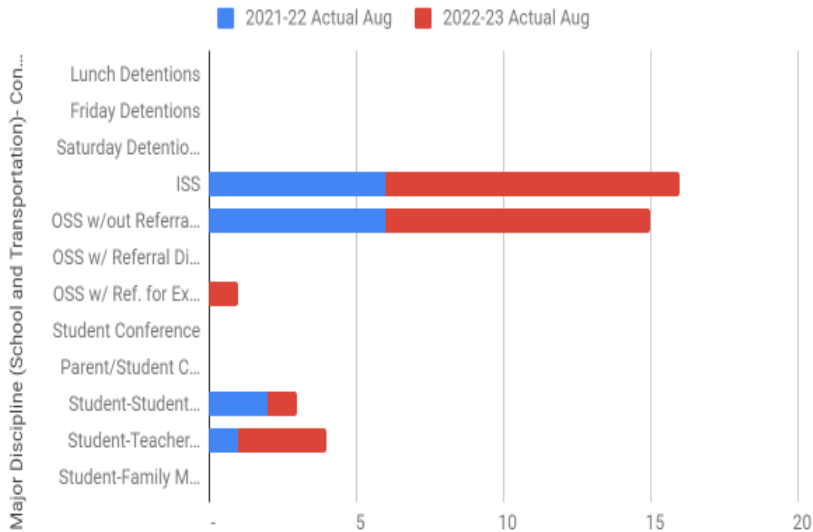
Prediction of Fall 2022 remediation student counts based on the Spring 2022 ELA/USH remediation students counts means it is possible that 71 students will need to receive remediation services in ELA/USH courses.

- ELA/SS Interventionist visited each ELA I, ELA II, and US History class to build rapport
- Remediation candidates for each of the above LEAP courses will be created based on diagnostic assessment data, 3 week progress report grades, and teacher recommendation
- Math/Sci Interventionist position is vacant, therefore there will be no remediation supports offered until vacancy is filled

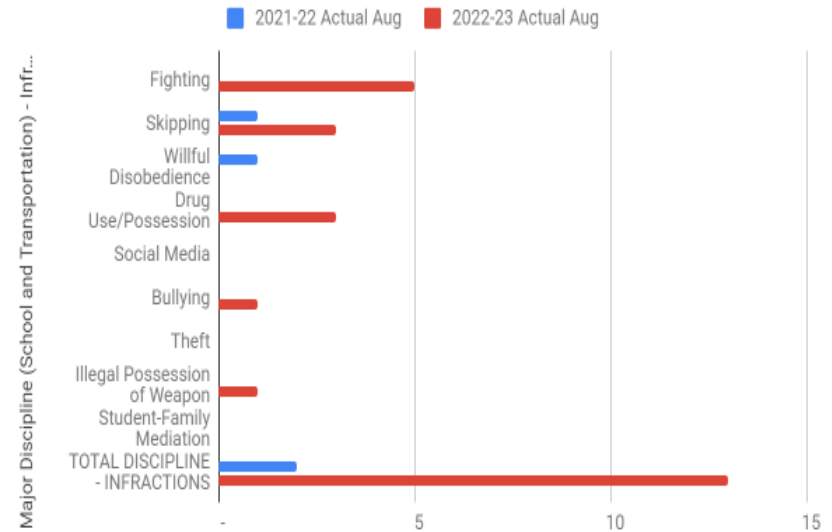


Culture

2021-22 Actual Aug and 2022-23 Actual Aug



2021-22 Actual Aug and 2022-23 Actual Aug



Culture

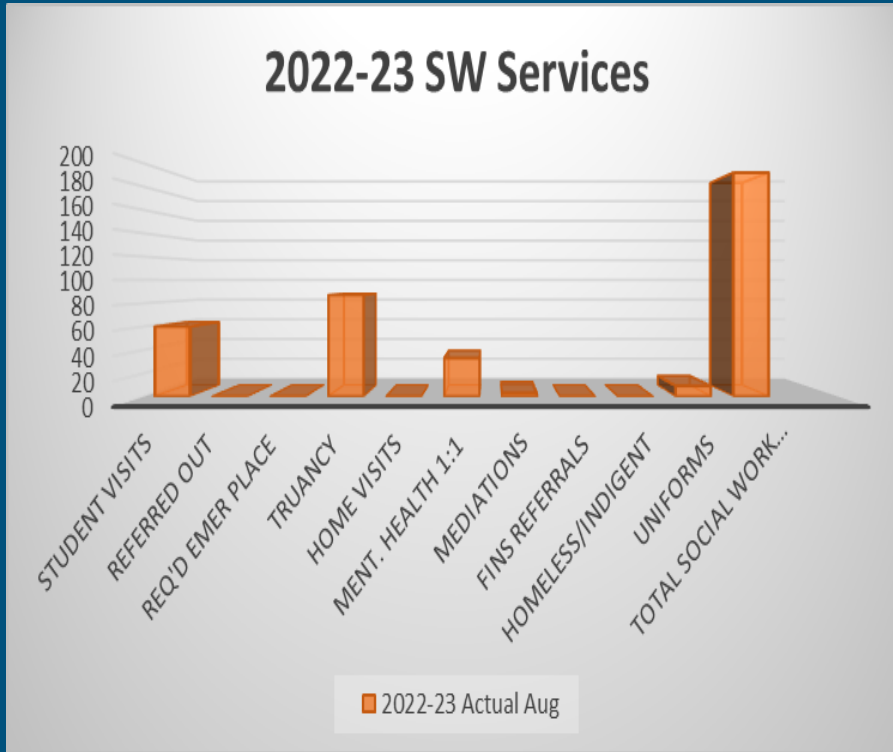
- The marked increase from last year's number of incidents is in part due to the conducting of searches as student's enter the school building. Items have been confiscated resulting in suspensions for possession of OTC medications, vapes, tasers, etc. These items until this school year have gone undetected if they were in the possession of the student.
- There should be a decrease in the number of incidents as student's are aware of items not allowed to be carried on their person.
- Mediations between students have been the direct result of social media postings.

Athletics

Sports are underway at IHSNO. The following sports are available for students:

- Girls Basketball - C. Moore, Head Coach
- Boys Basketball - K. Herbert, Head Coach
- Volleyball - C. Thomas, Head Coach
- Cross Country - K. Herbert, Head Coach
- Track & Field - P. Recasner, Head Coach
- Dance - TBA
- Cheer - R. Stewart, Head Coach

Social Work



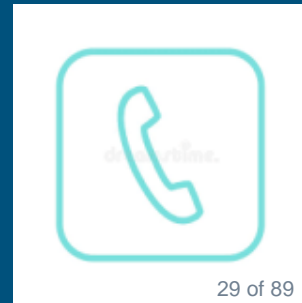
- SW services for SpEd students have not begun due to limited access to IEP goals. Compensatory minutes will be provided to balance intended service minutes.
- Truancy is high and is currently being addressed in Sept. by sending out attendance count letters through email to parents and planning meetings/home visits for increased truant scholars.
- SW services reflect challenges with schedules, home life, grief, and environmental factors scholars' face daily.
- Many families have expressed the need for uniform assistance and make the need visible by scholar through non-compliance of uniform.

RAAPS assessment will be dispersed to scholars within the last two weeks of Sept. to gauge need of the population.



COLLEGE ADMISSIONS

- ★ Seniors are completing the profile section of the common application.
- ★ Seniors are creating a new username and password. The Common App information session with seniors is scheduled during the third week of August. College counselor will explain the step-by-step instructions for completing the common application.
- ★ Parent Common App Workshop will be held on September 7 @ 5:30 p.m. in the cafe.
- ★ Parents will be notified via email, phone and robo call to RSVP.

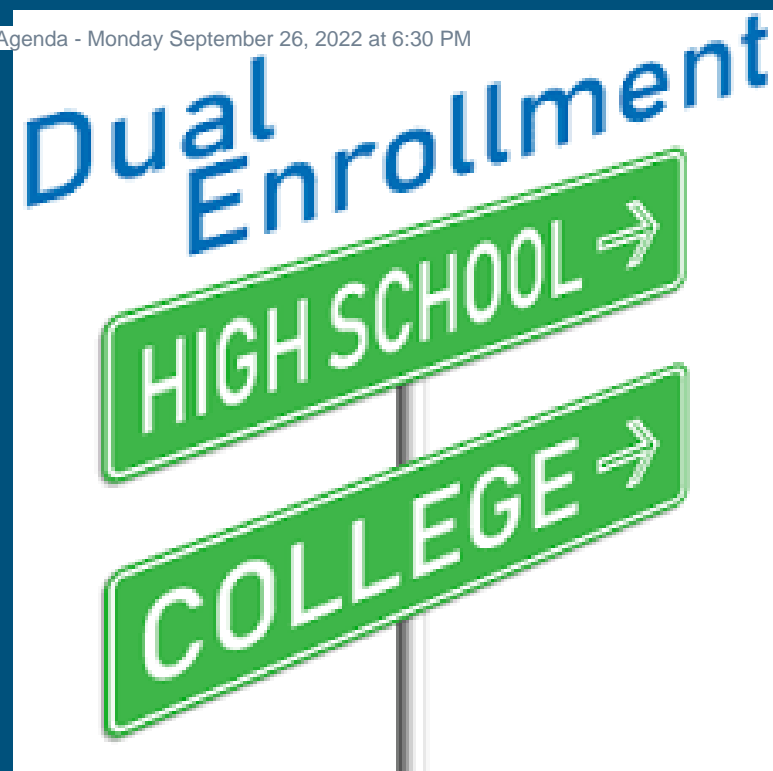


Counseling - Dual Enrollment

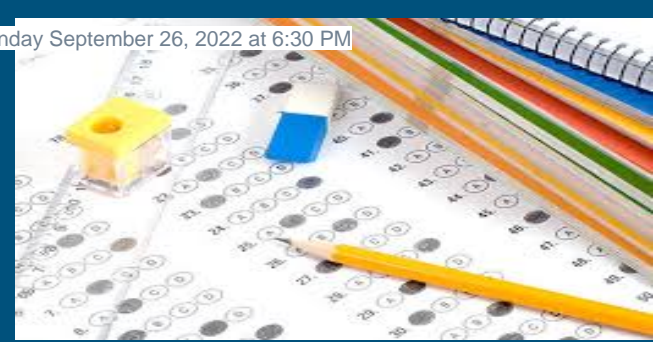
The dual enrollment partnership is with Southern University in New Orleans. Parents expressed an interest for their child to enroll in a college course.



Currently, we have [redacted] are enrolled in college courses. The grade level range is 9th-12th graders. The course section types are Biology, English 101, English 102, Biology, Western Civilization, College Survival Skills, Criminal Justice and Evidence.



Counseling- Assessment



- The assessments for the 2022-2023 school year will begin in September for the ACT national test administration. Also, students will register for the SAT test administration as well.
- Seniors are currently registering for the September ACT test date to be prepared for all consideration for college admissions for Fall 2023.
- Seniors are encouraged to review the composite score for the English and Math subscores that are listed on their score report.
- Subscores > 50 percentile are an indicator of college readiness



INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS

Ready to Achieve!

2022-2023 Operational Plan

International High School of New Orleans



International High School of New Orleans

727 Carondelet Street

New Orleans, LA 70131

Ihsnola.org

504.613.5703



Dear IHSNO Community,

At International High School of New Orleans (IHSNO), we all look forward to working with you to ensure a successful 2022-2023 school year. We are approaching the new school year with the same dedication to the safety of our community, while focusing on improved student learning through the lens of what the COVID-19 pandemic has taught us. COVID-19 remains a threat to our community, and we must ensure each person take responsibility for their health and safety. The enclosed guidelines provide updated health and safety standards IHSNO will adhere to for the upcoming school year.

We are prepared to have a successful school year with operational protocols in place. International High School of New Orleans's Operational Plan for the 2022-2023 school year not only prioritizes education, but the health, safety, and well-being of our students, faculty, and staff body. This plan is based upon the current guidance from federal, state, and local agencies. These operational guidelines are developed with the possibility of change that may occur considering the COVID-19 pandemic.

The mission of International High School of New Orleans is to educate and nurture a diverse learning environment through the International Baccalaureate Programme, intercultural appreciation, and world languages to succeed in a global economy. We recognize that we need to provide amazing opportunities for our students despite the current challenges. It is extremely essential to prioritize the health and well-being of our students in addition to strong academic achievement. We strive to create a supportive and nurturing environment with a positive school culture.

For the 202-2023 school year, IHSNO continues to adhere to the health and safety guidelines of our jurisdictional partners. The guidelines are developed based on the current context and will likely change periodically throughout the school year. Changes will include what's learned from public health professionals, including number of COVID-19 cases, virus transmission rates, and the efficacy of public health practices.

Working together we will build a creative and innovative education, providing our students their passports to success. We appreciate the trust you place in IHSNO as we engage in building students that will succeed in our global economy.

With gratitude,

Dr. A. Berger

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POLICY GUIDANCE

CDC, BESE, OSHA, and LDH Guidelines

Louisiana State Department of Health:

- Sets the public health requirements for public entities
- Provides the Louisiana Department of Education with guidance on school opening
- Partners with the [CDC](#) in establishing state guidelines,
- Partners with [OSHA](#)

Louisiana Department of Education (LDOE):

- Provides [guidelines](#) to school districts, aligned to federal and state public health standards, for how to open schools
- Provides best practices and resources for implementing guidelines

City of New Orleans and the New Orleans Health Department:

- Sets [guidelines](#) for citywide reopening
- Communicates status of reopening that directly impact school planning and operations
- Manages community testing and citywide public health surveillance

Everyone at IHSNO has a personal responsibility to help mitigate the risk that COVID-19

Expectations for employees to return to campus

All employees are expected to return to work in accordance with federal, state, and local directives.

Accessing the campus

All individuals should do their part to prevent the potential spread of COVID-19. To that end, avoid unnecessary contact with surfaces and objects. Avoid holding the handrail on stairs, as safety permits. Maintain a distance of at least 6 feet from others.

All Employees, students, and third-party visitors are strongly encouraged to wear a mask or face-covering while in public and in all common areas of the school campus (e.g., classrooms, the lobby, hallways, bathrooms, kitchen, cafeterias, etc.). If you have your own office or are alone in a classroom, it is acceptable to remove your mask or face-covering while in your office or alone in a classroom. When more than one adult is physically present in an office, six (6) feet of separation should be always maintained. If someone comes into your office or classroom, you should put your mask or face-covering back on.

Mask and face-covering requirement

While inside the school facility, all individuals are strongly encouraged to wear a face covering that properly covers the wearer's nose and mouth.

Face coverings are should not be worn by the following individuals:



- Anyone who has a medical condition that prevents the wearing of a face covering.
- Anyone who is consuming food or drink.
- Anyone who is trying to communicate with a person who is hearing impaired.
- Anyone who is giving a speech for broadcast or to an audience; and
- Anyone temporarily removing his/her face covering for identification purposes.

Face-coverings are not encouraged when individuals are outdoors if they adhere to physical distancing requirements. However, it is recommended that individuals who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

SCHOOL OPERATIONS

Maximum Classroom Capacity	No maximum classroom size. Face Masks or Coverings Recommended
Maximum School Bus Capacity	100% capacity Face Masks or Coverings Recommended
Student Classroom Grouping Options	Students may be grouped in classrooms, maintaining 3 feet of social distance from other students to the extent possible, and 6 feet of social distance from adults.
Reporting Requirements	All schools are required to report all known cases of COVID-19 to the LDH School Portal. IHSNO will report all known cases of COVID-19 to the school community weekly.

Safeguarding our community

All employees and students are expected to practice good hygiene. To that end:

- a) Employees and students must wash or sanitize hands:
 - a. Every two (2) hours.
 - b. upon arrival on campus.
 - c. before and after eating.
 - d. before and after using equipment (for example, but not limited to, play equipment, gym equipment, copier, computers, printers, and lab equipment);
 - e. after changing any classroom.
 - f. when a new group of students enter a teacher’s classroom; and
 - g. before exiting the school campus.
- b) Avoid touching your eyes, nose, and mouth.



- c) Cover your cough or sneeze with a tissue, then throw the tissue in the trash. Alternatively, cough/sneeze into your elbow.
- d) High touch areas – including bathrooms – will be sanitized two (2) times per day. High touch areas are surfaces that are touched frequently, including but not limited to door handles, light switches, bathroom fixtures, benches, drinking fountains, railings, desks, and other surfaces in school facilities or on school buses.
- e) No unnecessary physical contact with others is allowed.
- f) Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Hand sanitizer will be made available throughout the campus.
- g) Anyone who touches or handles mail or third-party deliveries should wash their hands.

Employees will be provided adequate access to hygienic supplies, including soap, hand sanitizer with at least 60% alcohol, disinfectant wipes or spray, paper towels, and tissues. Face coverings should also be provided when needed. The quantity of hygiene supplies should be appropriately provided to the school employee, according to the role and number and age of students served by that employee.

Appropriate cleaning supplies will be made available to employees

Daily Cleaning Efforts	Daily and two times throughout the day, high touch surfaces will be cleaned with commercially available cleaning solutions, EPA approved disinfectants .
Personal Hygiene	All facility occupants should wash hands/utilize sanitizer upon arrival to the campus, before and after eating, before and after using outdoor play equipment, and before exiting the building.
Personal Protective Supplies	Adequate access will be provided to hygiene supplies to include soap, hand sanitizer, disinfectant wipes, paper towels, and tissues. Face covering will be provided as needed.
Signs and Messaging	Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering)
Face Coverings	Face coverings are strongly encouraged for all occupants while indoors on campus at IHSNO.
Symptom Monitoring	IHSNO will communicate in Newsletters to parents and students the importance of keeping children home when they are sick and the symptoms they should check for daily
Water Fountains	IHSNO facility occupants are strongly encouraged to bring their own water to minimize use and touching water fountains. Water



	bottle filling machines are available, but should be used minimally
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Face Coverings

- Employees, students, and visitors are strongly encouraged to wear a face covering
- Face coverings should be worn in all areas of the school, including:
 - Transitions
 - Buses
 - Classrooms
 - Hallways
 - Common areas
 - Restrooms
 - Arrival
 - Dismissal
- Individuals with health concerns and other conditions will be considered on an individual basis.

Social Distancing

Social distance will be maintained to the extent possible in all parts of the building.

Personal Hygiene

- All school stakeholders will be required to wash or sanitize hands upon arrival and at least every two hours. Students will be required to wash or sanitize hands before and after meals and after using common supplies, and before exiting school
- In some instances, hand sanitizer will be used in place of handwashing.

Clean and Disinfect More

Employees are required to keep their own workstations, phones, desks, and office equipment frequently cleaned. Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use. Gloves should be worn when cleaning.

All personnel should either wash their hands or use hand sanitizer before using a copying machine, common scanner, smart boards, white boards, or fax machine. After you have completed your use of these devices, you should again wash your hands or use hand sanitizer.

If a classroom or other room is used multiple times a day by different employees and/or students, then high touch surfaces must be cleaned after and before the next group's use (this includes, but is not limited to, desk, computers, and touchscreens).

- The school will be cleaned and disinfected more often



- High touch surfaces will be cleaned multiple times throughout the day using commercially available, EPA-approved cleaning solutions.
- Employees will be provided adequate access to hygienic supplies.
- We will encourage students to minimize the sharing of materials.
- Athletic equipment will be cleaned more often.
- Students and staff will be asked to limit personal items taken to and from school.

MONITORING FOR COVID-19 SYMPTOMS

If students, staff, and visitors are sick or feel like you they become sick, they are encouraged to stay at home and do not report to the school campus.

Before leaving one's residence for school campus, each employee and student should conduct an individualized assessment of any potential symptoms or circumstances. Daily, all employees and students should ask themselves whether the answer is "Yes" to any of the following questions:

- Did I have a fever within the last 48 hours?
- Am I experiencing shortness of breath?
- Do I have a cough?
- Have I been experiencing chills?
- Do I have unexplained muscle pain?
- Do I have a sore throat?
- Have I lost my sense of smell?
- Have I experienced nausea, vomiting or diarrhea?
- Have I come into contact with anyone that has tested positive for COVID-19?
- Have I come into contact with anyone that is experiencing symptoms of COVID-19 (as outlined above)?

If the answers to any of these questions is "Yes," you should: (1) stay at home and (2) notify Ms. Adams for further instructions at patricia.adams@ihsnola.org, your immediate supervisor, the nurse, Ms. Hillard, nurse@ihsnola.org. Confidentiality will be always maintained.

If "No" is the answer to all the above questions, then you may enter to the school campus during regular school hours only. Upon arrival, all persons will be encouraged to wash hands or use hand sanitizer, which will be made available at the entry point at each school campus.

Notwithstanding the daily symptom monitoring set forth above, employees and students must also report symptoms of COVID-19 that may occur during the school day including, but not limited to shortness of breath, cough, chills, muscle pain, sore throat, loss of sense of smell, diarrhea, whether you have been in contact with someone that tested positive, etc. Depending on the results of this assessment, employees and students may be sent home.



On Campus Isolation

Anyone showing signs of the above symptoms will be isolated in the designated isolation area that exists in each school facility. If the person is a student, the parent or legal guardian will be contacted immediately and required to come and pick-up the child. Under extreme symptoms, the school reserves the right to contact the health department or emergency medical personnel. If the person is an employee, the person will have to leave campus immediately and may not be isolated.

The isolation area will be cleaned after it is occupied by any employee or student showing the above symptoms or reporting potential exposure to a person that tested positive for COVID-19.

Quarantine

People with COVID-19 should isolate for 5 days and if they are asymptomatic or their symptoms are resolving (without fever for 24 hours), follow that by 5 days of wearing a mask when around others to minimize the risk of infecting people they encounter. Additionally, CDC has updated the recommended quarantine period for anyone in the general public who is [exposed to COVID-19](#).

For people who are unvaccinated or are more than six months out from their second mRNA dose (or more than 2 months after the J&J vaccine) and not yet boosted, CDC now recommends quarantine for 5 days followed by strict mask use for an additional 5 days. Alternatively, if a 5-day quarantine is not feasible, it is imperative that an exposed person [wear a well-fitting mask](#) at all times when around others for 10 days after exposure.

Individuals who have received their booster shot do not need to quarantine following an exposure but should wear a mask for 10 days after the exposure. For all those exposed, best practice would also include a test for SARS-CoV-2 at day 5 after exposure. If symptoms occur, individuals should immediately quarantine until a negative test confirms symptoms are not attributable to COVID-19.

Unvaccinated employees and students who have been in a group with a confirmed case or who otherwise had close contact on campus with someone who tests positive for COVID-19 will be asked to monitor their symptoms. Should symptoms occur, employees must contact their immediate supervisor, COVID Testing Coordinator, and the school nurse to obtain a home test. If the results are negative, the employee will be required to monitor their symptoms and retest. If the results are positive, the employee will be required to complete the COVID-19 reporting form, email COVID19Reporting@ihsnola.org, and quarantine for the time period specified by the nurse.

- You may return to school in 5 days



COVID-19 vaccinated students or employees do not need to quarantine after being identified as a close contact if they:

- Are fully vaccinated (more than or equal to 2 weeks following receipt of the second dose in a 2-dose series, or more than or equal to 2 weeks following receipt of a 1-dose of a single-dose vaccine, and
- Have remained asymptomatic since the current COVID-19 exposure.
- If these conditions are not met, the previously vaccinated individual needs to quarantine. Additionally, fully vaccinated students or employees are encouraged to be tested 3 to 5 days following the date of their exposure and continue mask wearing.
- Individuals who become symptomatic within a 14-day period following exposure to someone with COVID-19 should immediately self-isolate, follow guidance for symptomatic individuals, and should consider getting a molecular COVID-19 test.

Students do not need to quarantine if they were within three (3) to six (6) feet of a positive case and both the student and positive case were engaged in consistent and correct use of a well-fitting face mask. This exception does not apply to teachers, employees, or other adults in the indoor classroom setting.

Employees or students do not need to quarantine if:

- They had COVID-19 within the previous 3 months, and
- Recovered from COVID-19, and
- Remain without COVID-19 symptoms.

All individuals who are identified as a close contact of someone testing positive with COVID-19 are encouraged to seek testing immediately following notification and 5 to 7 days following last contact if the initial test was negative. They must also wear a mask or face covering when in the presence of other individuals for the full 14 days.

[Return to campus for positive COVID-19 WITH Symptoms](#)

It is expected that members in our community will contract COVID-19. An employee or student with a suspected or positive COVID-19 diagnosis who has symptoms and was directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 5-days have passed since symptoms first appeared and
- At least 24-hours have passed since last fever without the use of fever-reducing medications, and
- Symptoms (e.g., cough, shortness of breath) have improved.



Return to campus for asymptomatic positive COVID-19 persons

Employees and students with laboratory confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- At least 5-days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.
- If they develop symptoms, then the symptom-based strategy used under the prior section pertaining to individual WITH symptoms will apply.

Reporting Requirements

IHSNO will report all known and suspected cases of COVID-19 to the LDH School Online COVID-19 Portal.

Vaccination Status

The vaccination status of students and employees will be tracked in one of the following ways:

1. Louisiana Immunization Network School Nurse Portal (preferred to identify students immunization status)
2. LA Wallet (employees)
3. Health care provider Vaccination Card (may require additional verification for authenticity)

Employees and students must participate in weekly COVID-19 testing as a precautionary measure to reduce the spread of the virus. Testing will be conducted onsite using a molecular test. If anyone tests positive, he/she will be sent home and will be allowed to return to work in accordance with then existing CDC, state, and local guidelines. Employees and students who test positive are encouraged to contact a qualified health care professional for additional guidance. Employee and student confidentiality will be always maintained.

Non-exempt employees will be paid for the time spent undergoing COVID-19 testing.

Any employee or student who refuses to submit to testing as provided for in this section will not be given access to the campus and will be sent home.

INSTRUCTION

Teaching and learning top the list for our students. At IHSNO, we have three models of instruction that will be considered based on the COVID-19 numbers in New Orleans:

Reopening Models



Phase Three - In-Person	<ul style="list-style-type: none"> • Full in-person learning. • 100% of students on campus daily • Staff report to campus
Phase Two - Hybrid	<ul style="list-style-type: none"> • 50% of students on campus on any given day. • Students report to campus a minimum of two days a week. • Staff Report to campus daily.
Phase One - Virtual	<ul style="list-style-type: none"> • Full virtual synchronous learning • No student on campus • Staff report to campus

The model of teaching will be determined by the number of current COVID-19 cases in New Orleans and the COVID-19 Phase of New Orleans as determined by the Office of the Mayor of New Orleans.

Maximum Classroom Capacity	25-33 Students; depends on the classroom size
Indoor Assembly	Indoor spaces such cafeteria and auditorium utilization based on social distancing to extent possible, based on City of New Orleans guidelines. Face masks or coverings are recommended for all group gatherings
Outdoor Standards	Face coverings are recommended.

IHSNO aims to minimize the spread of COVID-19, and to meet the instructional needs of our students. In-person learning will happen, and we are ensuring the safety of all our community members with this format of instruction.

- Teachers will have daily contact with all students.
- Teachers will engage students daily in instruction.
- Teachers will utilize the strategies and best practices associated with the specified learning model to design learning activities for all students.
- Communications will be either email, phone, or in-person during scheduled meetings.
- Teachers will regularly provide feedback to students on work at least once per week
- IHSNO will ensure lines of communication are open between teachers, students, and parents as we work together to ensure each student is socially, emotionally, and academically ready to learn.



- Assignments will be provided as makeup work for students that miss school due to quarantine or isolation.
- IHSNO's school reopening plan allows for a seamless transition from in-person learning to virtual learning or hybrid learning.
- Computer and internet access is required for all students. IHSNO will ensure a 1:1 student-to-device ratio and that all students have access to the internet.
- Both face-to-face learning through hybrid and traditional environments, as well as virtual learning environments, will utilize Schoology as the Learning Management System (LMS). Teachers will plan instruction that is quickly and easily transferable from face-to-face to virtual in the event of temporary school closure due to COVID-19 spread.
- All learning environments and reopening protocols uphold similar expectations around coursework and follow the same grading guidelines.

Attendance

Daily attendance and seat time requirements will be enforced in all reopening scenarios.

Social Distancing and Group Sizes

Employees and students should practice social distancing when possible and according to City and State law. Employees and students should physically distance to the extent possible.

Student Transition and Pull Out

Students with disabilities should receive special education and related services in the least restrictive environment. After services are provided, all shared surfaces and equipment should be cleaned before the next student is served.

- Students will continue receiving special education and related services in the least restrictive environment.
- Outside services providers critical to the re improvement and development of students, and these services will continue.
- Students receiving accommodations and additional services will continue receiving those services.
- Student placement will continue to be made in consultation with parents, guardians, advocates, taking into consideration the student's social, emotional, and medical wellbeing.

Technology

We will meet the technology needs of students, supporting their needs.

- We will be a 1:1 device school



- Through Cox Communications, income qualified families receive discounted internet services

Social and Emotional Supports

We will continue screening students and determining services required for academic success.

- We will continue providing students, teachers, and staff with access to emotional support and assistance.

SCHOOL OPERATIONS

Ensuring a safe and nurturing environment, protecting instruction and the wellbeing of all members, IHSNO recognizes the importance of organizing all facets of the school’s operations. We have considered the importance of arrival and dismissal, facility management, and extracurricular activities.

Entry and Exit Points	IHSNO Families, students, and employees should self-monitor for COVID-19 symptoms before arriving on campus.
Drop-off and Pickup process	IHSNO Families, students, and employees should self-monitor for COVID-19 symptoms before arriving on campus.
Visitors	IHSNO will limit non-essential personnel, visitors, volunteers, and activities involving external groups or organizations as feasible, LDOE Ready to Achieve 2022-2023 Operational Guidelines .

Based on Louisiana guidance, IHSNO will follow the guidance to ensure students are transported safely.

Physical Standards

1. If groups convene outdoors, each group should remain separated.
2. To the greatest extent possible, limit crowding at entry and exit points and maintain maximum group sizes and physical distancing requirements.
3. Employees and students should enter and exit in single-file lines to enable physical distancing.
4. Employees and students should bring their own water to minimize use and touching of water fountains. Water fountains will be cleaned and sanitized daily.
5. Use of indoor shared spaces will continue. All attendees are encouraged to wear a face mask.

Facility Requirements

- IHSNO will maintain physical distance to the extent possible.
- IHSNO will consider additional transition time between activities and classes.
- Students will be discouraged from sharing instructional items.



INSTRUCTION

In Person Instruction

In-person learning is the preferred method of instruction and will remain in effect when there is no restriction in place for COVID-19 or any other emergency. This decision to remain in in-person learning will be based on the guidance of State and Local government, as well as our prioritization of student and staff safety and security. In this scenario, teachers will provide face-to-face instruction to the entire student body daily, following all CDC guidelines of disinfection and social distancing.

All members (100%) of the student population will attend school daily. Students will attend all four classes based on individual schedules while on campus. Social and physical distancing of 3 feet or to the greatest extent possible will be recommended while students are on campus. To assist with contact tracing, teachers will create and follow seating charts for every class period. Students will use separate doors to enter the building during arrival and dismissal. Students will be dismissed staggered and using separate entrances according to the grade level. The cafeteria will provide individually packaged meals, and outdoor seating will be available.

School Hours and Bell Schedule – In-Person

Day	Time	Student Cohort
Monday – Friday (A/B schedule)	8:00 am – 3:30 pm	All students and all grades
Wednesdays	8:00 am to 1:25 pm	All students and all grades

In-Person Instructional Expectations- Students

- All lessons should be focused on the application of topics aligned with LDOE standards and IB aims
- Synchronous learning will occur daily. Classes will be split in three one-third sessions to follow the model: one-third of class time is dedicated to direct instruction; one-third of class time is dedicated to group work; and one-third of class time is dedicated to off-screen work to prevent student burn out on the electronic devices.
- Each student will have their own computer to complete any online assignments.
- Students will visit Schoology daily to complete their assignments and review any announcements.
- Students will attend class in-person five days a week based on individual student schedule (A Day/B Day Schedule) with additional safety measures in alignment with state and federal guidelines and recommendations—hand sanitizer, wipes, etc.



- Face masks are strongly recommended while in groups and spaces that do not allow for social distancing.
- Attendance will be taken during Advisory and for each subsequent class daily during the first 10 minutes of class.
- Students will attend advisory daily and on time. Advisors will check that students are following CDC guidelines and referring them to the nurse if they present any COVID-19 symptoms while on campus.
- Students attend class on time, per their class schedule. Guardians of students who are marked absent will be contacted daily to find out if the student is showing COVID-19 symptoms or if quarantine is in place, to enter the right attendance code.
- Students will follow the IHSNO dress code as included in the IHSNO Code of Conduct (see Annex 1)
- Students are ready to engage and learn every day

In-Person Instructional Expectations- Teachers

- In-person lessons should be focused on developing skills and aligning instruction to LDOE.
- Teachers will post at least one assignment daily on Schoology.
- Teachers will take attendance during Advisory and for each subsequent class daily during the first 10 minutes of class.
- Teachers will post at least 3 grades each week.
- Teachers will communicate when students are not making progress to the parents or guardians at least once every three weeks.
- Teachers will host office hours after school from 3:30 to 4:10 on their department designated days
- Teachers will follow the IHSNO dress code.
- Teachers are ready to engage and teach by having their plans ready and materials accessible to students daily.

Hybrid Instruction

The Hybrid Protocol will be implemented at the discretion of the administrative staff. This decision will be based on the guidance of the CDC, the State, and Local government, as well as our prioritization of student and staff safety and security. In hybrid scenario, teachers will provide face-to-face instruction to reduced class sizes two days a week. On days in which students are not designated to be on campus, teachers will provide asynchronous learning assignments, activities, resources, and support utilizing Schoology.



Half (50%) of the student population will attend school daily. Grades 9 and 10 will have in-person classes on campus on Mondays and Tuesdays and 11th and 12th grade students will have classes in-person Thursdays and Fridays. All students will have asynchronous instruction on Wednesdays.

Social and physical distancing of 3 feet or to the greatest extent possible will be in effect while students are on campus. Students will be dismissed staggered and using separate entrances according to the grade level, the cafeteria will provide individually packaged meals, and outdoor seating will be available.

Synchronous learning occurs when students have online classes via zoom. Students will attend the zoom meetings at the designated times according to their schedule.

Asynchronous learning occurs when students complete assignments on a Learning Management System. Students do not have to log into a zoom meeting at specific times but will complete their work on Schoology at home at their own pace.

School Hours and Bell Schedule - Hybrid

Day	Time	Student Cohort	Model	Student Cohort	Model
Monday	8:00 am to 3:28 pm	9 th and 10 th grades	In Person	11 th and 12 th grades	Synchronous
Tuesday	8:00 am to 3:28 pm	9 th and 10 th grades	In person	11 th n and 12 th grades	Synchronous
Wednesday	8:00 am to 1:25 pm	All Students	Asynchronous	All Students	Asynchronous
Thursday	8:00 am to 3:28 pm	9 th and 10 th grades	Synchronous	11 th and 12 th grades	In person
Friday	8:00 am to 3:28 pm	9 th and 10 th grades	Synchronous	11 th n and 12 th grades	In person

Hybrid Instructional Expectations- Students

- Students in-person will focus on learning new skills and standards with the instructor guidance. While at home, students will be working on online assignments to practice and deepen the skills learnt in person learning.
- Students will attend synchronous classes during assigned at-school days.
- In addition to any assignments or projects, at least one activity every day must be submitted by students to count towards attendance. The assignment that counts towards attendance will be chosen at the teachers' discretion and could be a do now, independent practice, group work or exit ticket.



- Students will attend class in-person two times a week – See hybrid schedule. Additional safety measures will be in alignment with state and federal guidelines and recommendations.
- Face masks must be always worn while on campus to prevent the spread of the virus
- On days when students are not in-person, they will participate in synchronous learning two days and asynchronous learning one day.
- Attendance will be taken during this morning check-in and for each subsequent class daily.
- Students should have a designated, distraction-free workspace to engage in learning while at home. We recommend that parents set a workstation at home where the student can receive their synchronous instruction and have access to office supplies, good lightening, and low traffic.
- Daily advisory meetings will happen in both virtual and in person setting.
- Assignments will be graded during online learning and in-person learning.
- Regardless of learning mode virtual or hybrid, learning is required five full days per week.
- Students attend class on time, per their class schedule both in person and synchronous model.
- Students will follow the IHSNO dress code in both synchronous and in person models.
- Students are ready to engage and learn, avoiding any distractions when they are synchronous and securing an environment where they can focus on learning.
- Students should have a designated, distraction-free workspace to engage in learning while at home. Parents are advised to provide a workspace conducive to learning.
- Students will have their cameras on and their faces on the screen to engage with the teacher during synchronous instruction.
- Students will participate in the class activities, discussions, and assignments by the end of each class unless otherwise advise by the teacher.
- Tutoring will be provided during in person days from 3:30 to 4:10 pm. Students can arrange synchronous tutoring on Wednesdays during the teacher office hours. Teachers will post their tutoring and office hours on schoolboy.
- Athletics and Extracurricular Activities will be limited to CDC and local recommendations for athletics. Extracurricular clubs occur after class and could be synchronous if there is a need for quarantining.
- Teachers, counselors, coordinators will have designated office hours on Wednesdays> Office hours will be posted on the Schoology class page and the school website for parents and students to have access.
- All LDOE, LDH, and CDC school campus safety procedures will be implemented.



Hybrid Instructional Expectations- Teachers

- In-person lessons should be focused on learning new skills and practicing with state aligned standards and curricular materials
- Virtual lessons will be focused on application of the concepts learned in person.
- Synchronous learning will occur during assigned at-school days
- Synchronous /Asynchronous learning activities will be posted daily for all classes by 7:40 am. All activities need to be posted on Schoology to grant access to students who are entirely virtual or in quarantine.
- Teachers will post at least one daily assignment on Schoology
- In addition to any assignments or projects, at least one activity every day must be submitted by students each day to count towards attendance.
- Teachers begin and end class on time, per their class schedule.
- Teachers will take attendance on PowerSchool during the first 10 minutes of class.
- Teachers will follow the IHSNO dress code for both synchronous and asynchronous instruction. Please see link here.
- Teachers are ready to engage and teach adjusting to the different learning and teaching models.
- Teachers should have a designated, distraction-free workspace in the classroom while engaging in virtual teaching if working remotely. Teachers will have their own classroom set up while working from campus on synchronous or asynchronous days.
- Teachers will keep camera on while engaging with students virtually.

Virtual Instruction

The Virtual Model will be implemented at the discretion of the administrative staff. This decision will be based on State and Local governance, as well as our prioritization of student and staff safety and security. In this scenario, teachers will provide web-based instruction full classes daily via Zoom. Teachers will create a permanent zoom link for each class period. Parents and students will receive this links before classes start. Teachers will send calendar invites to students to join the zoom links. All work will be accessible via Schoology. If student experiences technical difficulties or does not log in to the zoom link during class, teachers will contact the students via phone. Students are expected to log in to 100% of their classes via zoom.

Synchronous and Asynchronous Instruction

School Hours and Bell Schedule - Virtual

Day	Time	Student Cohort
Monday	8:05-3:28	All grade levels synchronous



Tuesday	8:05-3:28	All grade levels synchronous
Wednesday	8:05-1:30	All grade levels asynchronous
Thursday	8:05-3:28	All grade levels synchronous
Friday	8:05-3:28	All grade levels synchronous

Virtual Synchronous Learning is defined as a structure learning model, and approach to distance education that allows students to work online from home daily. During a virtual learning, students must be available for live, synchronous instruction during each school day via Zoom and Schoology. Students submit daily assignments which are graded and are expected to attend 4 classes a day an advisory period.

Virtual Learning Instructional Expectations- Students

- Students attend class on time, per their class schedule.
- Students will follow the IHSNO dress code.
- Students are ready to engage and learn. Students have all the necessary materials to complete synchronous and asynchronous work
- Students should have a designated, distraction-free workspace to engage in learning. Parents are encouraged to create a well-lighted, low noise and conducive learning environment for the student.
- Students will show their faces on the screen to engage with the teacher virtually. Students will get a third of the class off camera to work individually. Students will remain in the zoom call during off screen time.
- Students will participate in the class activities, discussions, and assignments by the end of each class, unless the teacher assigns homework for the next class.
- Students will check PowerSchool for graded assignments weekly to understanding their academic standing. Parents will have access to the parent portal to be abreast of their student progress.
- Students will attend virtual tutoring when they fall behind or need reinforcement for class activities. Teachers will have office and tutoring hours on Wednesday. The student should contact the teacher to attend tutoring during this time.
- Athletics and Extracurricular Activities will be limited to CDC and local recommendations for athletics. Extracurricular clubs occur after class and could be synchronous if there is a need for quarantining.
- All LDOE, LDH, and CDC school campus safety procedures will be implemented.



Virtual Learning Instructional Expectations- Teachers

- Synchronous lessons should be focused on learning new skills and practicing with state aligned standards and curricular materials
- Asynchronous lessons will be focused on application of the concepts learnt in person.
- Synchronous /Asynchronous learning activities will be posted daily for all classes by 7:40 am. All activities need to be posted on Schoology to grant access to students who are entirely virtual or in quarantine.
- Teachers will post at least one daily assignment on Schoology.
- In addition to any assignments or projects, at least one activity every day must be submitted by students to count towards attendance.
- Teachers begin and end class on time, per their class schedule.
- Teachers will take attendance on PowerSchool during the first 10 minutes of class.
- Teachers will follow the IHSNO dress code for both synchronous and asynchronous instruction. Please see link here.
- Teachers are ready to engage and teach adjusting to the different learning and teaching model.
- Teachers should have a designated, distraction-free workspace while engaging in virtual working from campus on synchronous or asynchronous days.
- Teachers will keep camera on while engaging with students virtually.

Virtual Asynchronous Learning is a distance learning mode that relies on student ability to self-manage their learning with online tools and teacher guidance. In this setting, teachers will provide instruction on Schoology using online resources and support through Schoology.

Student expectations for asynchronous learning include the following:

- Students will complete activities assigned each day on Schoology
- Students show proof of participation in daily virtual instruction by completing the assignment or assignments required by the teacher
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, or remediation via email, g-chat, or text now.
- Students and parents will communicate any technical difficulties, student challenges or absences and ask for teacher's assistance to make up any miss assignments.

Staff expectations for asynchronous learning include the following:

- Asynchronous lessons will be focused on application of the concepts learnt in person.



- All activities need to be posted on Schoology to grant access to students who are entirely virtual or in quarantine.
- Teachers will post at least one daily assignment on Schoology.
- In addition to any assignments or projects, at least one activity every day must be submitted by students to count towards attendance.
- Teachers will take attendance based on assignment completion by the end of the day.
- Teachers will follow the IHSNO dress code for both synchronous and asynchronous instruction. Please see link here.
- Teachers are ready to engage and teach adjusting to the different learning and teaching model.

STUDENT SUPPORTS AND INTERVENTIONS

How to Support Students During All Phases

Student

- Attend tutoring sessions, contact teacher if in need of extra supports or materials
- Attend office hours on Wednesdays
- Attend intervention sessions.
- Check emails and respond as needed/communicate with teachers
- Follow and complete the scheduled daily lessons and assignments
- Monitor attendance at daily scheduled online, synchronous class sessions
- Communicate absences, sickness, or quarantine due to COVID-19 illness.

Parent

- Encourage their student to attend tutoring sessions as needed.
- Help with schedule. Make sure the student knows what to do at each phase
- Provide support and encouragement and a conducive learning environment at home during synchronous and asynchronous learning
- Communicate with teachers in a cordial and respectful manner, and during school hours in all phases of COVID-19 City mandates.
- Parents/Guardians and Advisors are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.
- Review student progress on PowerSchool parent portal on a weekly basis
- Note any topics to discuss with teacher

Teacher Expectations

- Provide intervention or tutoring sessions as needed.



- Follow all IEP, 504 and EL accommodations plan in all learning environments.
- Use data to pinpoint students' specific needs for enrichment and intervention.
- Monitor student progress with fidelity.
- Provide and communicate office hours or conference periods for student/parent support.
- Keep grades updated on PowerSchool
- Post assignments on the Schoology on a timely manner
- Report any discipline infractions or unsafe behaviors display during synchronous learning
- Attend and participate in professional learning.

Special Education

- During all phases, students who receive services under IDEA will continue to receive their services and accommodations as written in their IEP. IHSNO may schedule an IEP meeting to discuss changes in service times, locations, or adjustments to serve the student in the best possible way according to the learning model
- No changes to IEP will be allowed without written consent from the Parents/Guardians.
- Parents/Guardians may request an IEP meeting at any time by contacting the SPED coordinator.

Section 504

- During all phases, accommodations under Section 504 will be followed by the classroom teacher. Special education is the provision of services to students with an identified condition who require specialized instruction and possible accommodations, modifications, and related services to benefit from their education. The 504 and SPED Coordinator of their assigned cohort will assure compliance and appropriate services for all students. The SPED and 504 coordinators will provide guidance and training to faculty and staff to serve students with disabilities during different learning models.

English Learners

- During all phases, accommodations to support English Learners will be followed by the classroom teacher. English Language Learners (ELL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff.
- Translation services for families will be provided during all phases

Mental Health Supports

- During all phases, mental health services will be available. Teachers and administration can refer students to the social workers for support.
- Mental services and counseling hotline will be shared with student and families via parent newsletter.



TRANSPORTATION

IHSNO encourages parents to self-transport their children to and from school. However, we know that many of our students require bus transportation. IHSNO provides transportation and implement additional safety measures.

In Person Learning

Bus Capacity	100% Capacity. All occupants are strongly encouraged to wear face coverings.
Cleaning	High touch surfaces are cleaned after arrival and dismissal completion.
Seating	Seating charts are encouraged in event of close contact to a positive case of COVID-19 needs to be determined.
Face Coverings	All occupants are encouraged to wear face coverings while riding on school buses
Personal Hygiene	IHSNO will provide face masks for students entering the bus without a mask upon request.
Ventilation	Windows should be open to the maximum extent possible to increase airflow.

- Parents must ensure students arrive at the bus stop on time and without a fever and COVID-19 symptoms.
- Student are encouraged to sanitize their hands upon boarding the bus and wear a face covering while on the bus.
- Windows may be lowered during transport, excluding inclement weather.
- Bus personnel will wear face coverings when transporting students.
- Buses will be cleaned and disinfected.

Hybrid Learning

Bus Capacity	50% Capacity. All occupants are strongly encouraged to wear face coverings.
Cleaning	High touch surfaces are cleaned after arrival and dismissal completion.
Seating	Seating charts are encouraged in event of close contact to a positive case of COVID-19 needs to be determined.
Face Coverings	All occupants must to wear face coverings while riding on school buses.
Personal Hygiene	IHSNO will provide face masks for students entering the bus without a mask upon request.
Ventilation	Windows should be open to the maximum extent possible to increase airflow.



- Parents must ensure students arrive at the bus stop on time and without a fever and COVID-19 symptoms.
- Student must always sanitize their hands upon boarding the bus and wear a face covering while on the bus.
- Students will maintain social distancing while on the bus to the extent possible. Students from the same household may sit together.
- As bus capacity is limited, it may be necessary for multiple routes for each bus.
- Windows may be lowered during transport, excluding inclement weather.
- Bus personnel will wear face coverings when transporting students. Buses will be cleaned and disinfected.

Virtual Learning

Bus Capacity	0% Capacity.
Cleaning	Buses will not be in use
Seating	Buses will not be in use
Face Coverings	Buses will not be in use
Personal Hygiene	Buses will not be in use
Ventilation	Buses will not be in use

Busses will not be in service during virtual learning

FOOD SERVICE

IHSNO will provide food service in all phases. Food will be served with additional precautionary procedures in place.

In Person Learning

1. Students and employees must wash hands before and after every meal
2. Classroom may be used for meals as possible.
3. Students may bring food from home.
4. Disposable utensils will be used.
5. Outdoor seating will be used to the extent possible and appropriate.
6. IHSNO will utilize two mealtimes
7. A handwashing station has been installed in the cafeteria.

Hybrid Learning

1. Students and employees must wash hands before and after every meal
2. Classroom may be used for meals as possible.
3. Students may bring food from home.
4. Disposable utensils will be used.
5. Outdoor seating will be used to the extent possible and appropriate.



6. IHSNO will utilize two mealtimes
7. If possible, students will eat in static groups during lunch time, with 6 feet distance between each group.
8. A handwashing station has been installed in the cafeteria.

Virtual Learning

1. Meals will be available daily for pick-up.

EXTRA-CURRICULAR ACTIVITIES

Many activities may be adjusted based on guidance of Louisiana Department of Education, Louisiana Department of Health, and the Louisiana High School Athletics Association.

In Person Learning

Physical standards	Static groups are maintained when possible.
Athletics	<p>Athletic activities will follow guidelines and policies set forth by LHSAA.</p> <ul style="list-style-type: none"> • All attendees of indoor athletic events are encouraged to wear face covering. • Outdoor and indoor spectator capacity for LHSAA sanctioned athletics shall be set in accordance with the Louisiana State Marshall’s or City of New Orleans’ guidelines. • All IHSNO athletes are required to be fully vaccinated against COVID -19 for participation in athletics.
Field Trips	Field trips can occur with recommended masking, cohorting, and transportation requirements. Outdoor field trips should be prioritized, as possible.
After school Tutoring and clubs	Static groups will be maintained when possible. Social distancing will be implemented for groups of changing composition and face masks are required.
Other physical activities	Other physical activities should be conducted outdoors to the extent possible. If all students and staff are vaccinated and participating in weekly COVID-19 testing, the events can occur indoors in accordance with National Federation of State High School Associations.

Band and Vocal Music:

Band and vocal activities will be conducted as normal.



Field Trips:

Field trips can occur as normal with recommendations for masking.

Athletics

Athletic activities will follow guidelines and policies set forth by LHSAA.

- a) All attendees of indoor athletic events should wear a face covering.
- b) Outdoor and indoor spectator capacity for LHSAA-sanctioned athletics shall be set in accordance with the Louisiana State Marshal’s or the City of New Orleans guidelines.

Hybrid Learning

Physical standards	Static groups are maintained when possible.
Athletics	<p>Athletic activities will follow guidelines and policies set forth by LHSAA.</p> <ul style="list-style-type: none"> • All attendees of indoor athletic events are required to wear face covering at all times • Outdoor and indoor spectator capacity for LHSAA sanctioned athletics shall be set in accordance with the Louisiana State Marshall’s or City of New Orleans’ guidelines. • All IHSNO athletes are required to be fully vaccinated against COVID-19 for participation in athletics.
Field Trips	<p>Field trips can occur with strict adherence to masking, cohorting, and transportation requirements. Outdoor field trips should be prioritized, as possible.</p> <p>Virtual Field Trips are encouraged when the City of New Orleans and/or the State of Louisiana COVID-19 guidelines dictate safe distancing and regulations that prohibit in-person trips</p>
After school Tutoring and clubs	<p>Static groups will be maintained when possible. Social distancing will be implemented for groups of changing composition and face masks are required.</p> <p>Virtual Tutoring will be offered to all students when COVID-19 guidelines dictate virtual classes or hybrid learning.</p> <p>Virtual Clubs will operate with supplies and equipment necessary for the club meetings to be disseminated to the students by staff.</p>
Other physical activities	Other physical activities should be conducted outdoors to the extent possible. If all students and staff are vaccinated and participating in weekly COVID-19 testing, the events can occur



	indoors in accordance with National Federation of State High School Associations.
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Band and Vocal Music:

Band and vocal activities should be conducted outdoors to the extent possible. If all students and staff participating in band or vocal music are either vaccinated or participating in a weekly molecular testing, these activities can occur indoors in accordance with National Federation of State High School Associations and the National Association for Music Education Guidance.

Virtual students will be allowed to practice virtually.

Field Trips:

Field trips can occur with strict adherence to masking, cohorting, and transportation requirements. Outdoor field trips should be prioritized, if possible.

Virtual field trips will be made available when possible.

Athletics

Athletic activities will follow guidelines and policies set forth by LHSAA.

- a) All attendees of indoor athletic events should wear a face covering.
- b) Outdoor and indoor spectator capacity for LHSAA-sanctioned athletics shall be set in accordance with the Louisiana State Marshal’s or the City of New Orleans guidelines.

Virtual Learning

Physical standards	Virtual participation only
Athletics	Athletic activities will follow guidelines and policies set forth by LHSAA.
Field Trips	Virtual Field trips will be prioritized.
After school Tutoring and clubs	Virtual Tutoring will be prioritized. Virtual clubs will be prioritized.
Other physical activities	Virtual activities will be prioritized.

Band and Vocal Music:

Band and vocal activities should be conducted outdoors to the extent possible. Virtual practices will be in effect.

Field Trips:

Virtual field trips will be prioritized.



Athletics

Athletic activities will follow guidelines and policies set forth by LHSAA.

REQUIRED TRAININGS AND POSTINGS

All employees are encouraged to educate themselves on the various COVID-19 related issues by viewing the various videos and other resources contained on the CDC's website at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html>

Posters will be placed at the entrance of each campus and in common areas encouraging good hygiene and best practices.

Complaints, Reporting, and Disciplinary Action

All employees and students are expected to adhere to these guidelines, policies, and procedures always. If you witness anyone failing to adhere to these guidelines, policies, or procedures, you should report employees to Fanny McKenna, Fanny.McKenna@ihsnola.org, students need to be corrected at the moment and if it is persistent reported to Pamela Recasner, pamela.recasner@ihsnola.org. If it is determined that an employee or student failed to adhere to established protocols, he/she may be subject to disciplinary action up to and including termination of employment or disciplinary consequences in accordance with the Student Code of Conduct.

In addition, employees and students should continue **immediate mandatory reporting** to COVID19reporting@ihsnola.org of (1) possible symptoms of COVID-19, (2) confirmed negative or positive test of COVID-19, or (3) exposure to someone whom may have been exposed to a confirmed COVID-19 patient. Quarantine may be required. This reporting policy includes the employee, student, a family member of an employee or student, or anyone that the employee or student has had close contact within a 14-day period.

- Athletic participation will be made following Louisiana High School Athletic Association.
- PE teachers will adhere to all safety precautions
- PE equipment will be cleaned between all transitions

VENDORS/PARENTS/VISITORS/GUESTS ON SCHOOL CAMPUS

Parents, vendors, visitors, and guests should avoid coming to the school unless it is deemed essential by the School Administration. When approved by the School Administration, vendors, parents, visitors, and guests must wear a face-covering or mask, wash or sanitize their hands upon entering campus, and practice social distancing by remaining at least 6 feet apart from employees and students and remaining in the School Administration approved area. Vendors, parents, visitors, and guests will be given access to hand sanitizer upon entering the campus.



Limit outside vendors entering our space to necessity only, such as FedEx, UPS, and office supply deliveries. Alternative pick-up and drop-off protocols may be utilized.

Coversheet

Review items for oversight

Section: III. Other Business
Item: B. Review items for oversight
Purpose: Discuss
Submitted by:
Related Material: 2022-2023 IHSNO Pupil Progression Plan - signed.pdf

2022-2023 Pupil Progression Plan

Local Education Agency:

VOICES FOR INTERNATIONAL BUSINESS AND EDUCATION

Background and Purpose

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

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

BESE established minimum standards in *Bulletin 1566 – Pupil Progression Policies and Procedures*. In March 2022, BESE approved, as a Notice of Intent, revisions to Bulletin 1566 that relate to the promotion and support standards for grades K-7.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

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Placement of students in kindergarten and grade 1

Kindergarten

For the 2021-2022 school year, the parent or legal guardian of a child who is age seven through eighteen and residing within the state of Louisiana shall send the child to a public or nonpublic school, unless the child graduates from high school prior to his eighteenth birthday. A child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart.

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

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

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

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

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

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

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

Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the IEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home

literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.

- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

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

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

Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

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

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

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

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- Physical Illness—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- Custody Issues—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

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

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

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

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

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

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

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

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

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

High school promotion and transition considerations

Instructional Minutes

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

Individual Graduation Planning

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

Financial Aid Planning

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

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

Early Graduation

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

The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional Courses

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

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

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

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

Information for school administrators

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

LHSAA Academic Credit Policy

At the January 2020 LHSAA Convention, the LDOE, LSBA, and Superintendent Association Executive Committee representatives proposed and supported a policy that passed 310-4 by the General Assembly to recognize Jump Start and Dual Enrollment credits. This approval removes the LHSAA hardship appeals process eligible student athletes met to gain eligibility. LHSAA will meet all of the following requirements:

- Recognize multi- Carnegie credits for a single course title when a multi-credit course has a dedicated course code assigned by the Louisiana Department of Education.
- Dual enrollment courses posted on a student's high school transcript will be used in determining scholastic eligibility.
- Promotion into High School: Promotion from the 8th grade into the 9th grade for the first time shall fulfill the scholastic requirements.

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

Administrators, counselors, teachers, parents, and students are all involved in reviewing a student’s current academic status, test scores (state assessments, ACT, ELDA, etc), course work, grades, and Carnegie Units in determining if a student should be considered for acceleration.

Grade level specification is determined by Carnegie Units earned. Grade classifications are:

- 9th Grade Fewer than or equal to six and a half (6.5) units0- 6.5
- 10th Grade 7 or more and less than fourteen units7-13.5
- 11th Grade 14 or more and less than twenty-one units.....14- 20.5
- 12th Grade Twenty-one or more units.....21 or more

and is eligible to complete the 32 IHSNO required units needed for graduation

After the request from the parent, in writing, for early graduation, the principal will verify the completion of all state and IHSNO requirements for high school graduation. IHSNO will follow the IHSNO course progression when determining courses for early graduation.

Early graduation course requests will be honored based on availability of courses.

IHSNO is a language focused program. All students are required to take four years of the same foreign language. Exceptions may be provided to students participating in dual enrollment programs, transfers post 9th grade year, and approved early release.

For students who may benefit from an advanced course schedule, International High School of New Orleans provides opportunities for students to enroll in honors courses, International Baccalaureate courses, Jumpstart program, Career and Technical Education (CTE) courses, and Dual Enrollment Programs.

Placement of transfer students

The local school board shall establish written policies for the placement of students transferring from all other systems and home-schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.

Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.

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

A student transferring from another school or enrolling for the first time as a grade 9-12 student must provide verification of home residence and proof of guardianship, birth certificate, court custody assignments, state-assigned guardianship, current Individual Education Plan, current 504 plan, and state immunization records.

Student placement is conditional until the receiving school receives official records. The school counselor or administrator will inform the transfer student and/or legal guardian of registration policies, procedures, and student placement.

A valid transcript for incoming students is the only way that credit earned for courses taken can be considered. Counselors will make every attempt to obtain a transcript from the previous school. Parents must provide a copy of the student's report card and transcript should the counselors not be able to obtain the copies from the previous school. The report card must reflect Carnegie units earned and final grades. If a transcript cannot be obtained, credit will not be awarded, and the student must take all required courses to graduate.

A valid transcript from a student outside of the United States will be honored. As course titles may differ, counselors will determine the correct course code from the state database to award credit earned. Credit for courses in which there is no equivalent course code will not be awarded. Students with no transcripts will be placed in the lowest grade so that appropriate credits can be earned.

Students who are receiving Special Education in one school system in Louisiana and transfer to International High School of New Orleans, shall be enrolled in the appropriate Special Education program with the current IEP.

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

- International High School of New Orleans schedules students who have been administered any state assessments and have provided the school with the appropriate results.
- Transfer Students from Foreign Countries: When receiving an international student, the parents must provide an official, school-sealed transcript from the foreign school with the Carnegie units earned. The school shall investigate the student's official foreign transcript and the composition of the foreign school's instructional program. Upon the recommendation of the Review Committee, the Principal will determine student placement and/or credits.

Support for students

School year support

The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

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

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

Summer remediation

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

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.

- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

Support Standard for Grades Kindergarten-3

Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.

The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student's literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student's literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

Promotion and placement of certain student populations

Students with disabilities

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

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

English learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

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

The purpose of homebound instruction is to keep the student on track with their studies in core classes while they are out of school for medical purposes. Students may qualify for homebound services if it is determined by a medical doctor that a student's illness will prevent them from attending school. The anticipated length of the student's absence must be 4 weeks or more. Homebound instruction will begin not more than ten (10) days following the student's absence. Homebound instruction may be given as a combination of online instruction and instruction from a certified teacher. The student should fill out an application before the anticipated leave and get it approved by the school.

Placement of English Language Learners

The International High School student registration packet includes a Home Language Survey. Based on the results of the survey, students are identified and screened using the English Language Proficiency Screener (ELPS) within thirty days of their enrollment date for English proficiency. Students will be placed in ESL and Content-Based English Instruction classes until the results of ELPS are available. If results indicate that the students is limited in English proficiency, they will be tracked as LEP students, provided needed accommodations, receive direct English language instruction at the appropriate level, and be administered the ELPT test.

Academic Remediation

- Ensuring that all identified students in need of intervention/remediation receive all applicable supports necessary and available for student academic success.
- The minimum number of remediation hours is determined by the student's IEP.
- School year remediation is accomplished through small-group instruction via push-in, pull-out, and independent study with various programs. Textbooks, workbooks, computers, online learning platforms, internet resources, manipulatives, and other materials are used regularly as required for the success of the students.
- IHSNO examines all funds available and assigns a portion of funding for after-school and attendance recovery.
- Students participating in school year remediation receive regular performance assessments. The data from these assessments are reviewed at the conclusion of each quarter by the remediation interventionists to track student participation and growth.

Summer Remediation Program

- Provides support for specific courses requiring state assessment necessary to assist the student in scoring Approaching Basic or above on the state assessment retake.
- For students and parents who refuse summer remediation, a waiver is signed by all parties, including the academic counselor.
- If a student refuses accommodations on an assignment or assessment, the student and teacher

must sign a waiver indicating such. A parent may choose to refuse services for the year by signing a waiver.

- Students who fail classes due to chronic absenteeism, especially during periods of virtual learning, will be offered the option to attend the school summer program. These courses are taught by highly qualified or effective proficient teachers. Instruction will be no more than 35 % below student grade level and at least 65% on grade level.

Remediation for State Assessment

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

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

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

Alternative education placements

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

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

Overage Students

- Students who are 2 or more years behind their cohort run a greater risk of not earning enough credits to graduate before they reach their maximum age. There are several options available:
- Students meet with counselors to plan summer credit recovery requirements to ensure enough credits are earned before reaching maximum age.
- Students are referred to alternative accelerated schools for further study.
- Students are referred to providers and the ETS website for information about HiSET diplomas.
- Students with multiple grade retention are referred to the SBLC to determine the best course of action.

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled in IHSNO, for the provision of educational services according to an Individualized Education Program (IEP) or Homebound (HB) approval.

Eligibility for Homebound services: Parents seeking homebound services for a student should request an application from the SPED coordinator. IEP or SBLC team will review parent requests, medical information, and other supporting documents. The SPED Coordinator must approve these services.

Due process related to student placement and promotion

In the space below, please describe the LEA’s due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

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

Regular Education Students

Grade classifications are:

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

and is eligible to complete the 32 IHSNO required units needed for graduation.

In accordance with Bulletin 741, high school students must be present 94% of the academic year and receive a grade of “D” or higher to earn credit for the course. Any students missing more than 10 days in the academic year does not meet this requirement.

To pass a one-unit course, a student must earn a grade of “D” or higher for the academic year.-The final grade for a course is computed as 70% of the average of the two marking periods plus 30% of the Final Exam.

To pass a ½ unit course, a student must earn a grade of “D” or higher to receive credit. Students who fail to earn their unit will be required to make up the unit at an accredited summer school.

Students who earn a grade of "F" in the fourth quarter will receive an "F" for the full course, regardless of the final average.

Students who fail a course are referred to a certified program for credit recovery or recommended for summer school.

Students who receive a final grade of "F" in a core course (Math, Science, English, Social Studies) may recover the credit in summer school. Students must enroll, attend all summer classes and earn a satisfactory grade. Students may recover up to 2 classes in summer school. After successful completion of the course, counselors will update the transcript with recovered course information.

Due Process for Placement

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

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

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

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

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

- Board Chair, who serves as committee chair
- Two (2) or more other board members (who are not IHSNO parents)
- Two (2) or more members who are not board members, from the following groups:
- No more than one (1) IHSNO parent
- No more than one (1) IHSNO teacher
- No More than two (2) people who are none of the above, but have an abiding interest in IHSNO

Students with disabilities

Due Process for Placement

Step 1: Parent/Student must submit a signed letter to the Special Education Coordinator stating the specific concern.

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

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

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

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

- Board Chair, who serves as committee chair
- Two (2) or more other board members (who are not IHSNO parents)
- Two (2) or more members who are not board members, from the following groups:
- No more than one (1) IHSNO parent
- No more than one (1) IHSNO teacher
- No more than two (2) people who are none of the above, but have an abiding interest in IHSNO Section 504 Students

Grade classifications for inclusion are:

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

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

In accordance with Bulletin 741, high school students must be present 94% of the academic year and receive a grade of "D" or higher to earn credit for the course.

To pass a one-unit course, a student must earn a grade of "D" or higher for the academic year. If a student fails the fourth quarter, they fail the entire course. The final grade for a course is computed as 70% of the average of the two marking periods plus 30% of the Final Exam

To pass a ½ unit course, a student must earn a grade of "D" or higher to receive credit. Students who fail to earn their unit will be required to make-up the unit at an accredited summer school.

Students enrolled in a LEAP course must take the LEAP 2025 assessment(s) at the end of the semester in which they are enrolled.

Additional LEA policies related to student placement and promotion

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

IHSNO will follow the IHSNO course progression when creating students schedules. Students progress through high school by acquiring the appropriate number of Carnegie Units for each grade level. Students are encouraged to enter the International Baccalaureate (IB), and/or dual enrollment classes.

Students who are entering the 9th grade will be required to enroll in prerequisite course sections: English Elective I, and Algebra I Applications

Students who are entering 11th grade will be required to enroll in IB English III. During the beginning of the 2021-2022 school year, 12th-grade students will be required to enroll in IB English IV course section.

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this Voices for International Business and Education 2022-2023 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: Sep 8, 2022



Adierah Berger (Sep 8, 2022 16:35 CDT)

Superintendent



Jennifer Gordon Lampton (Sep 8, 2022 16:36 CDT)

Board President








2022-2023 IHSNO Pupil Progression Plan

Final Audit Report

2022-09-08

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