

Voices for International Business and Education

VIBE Board meeting

Date and Time

Wednesday October 25, 2023 at 6:00 PM CDT

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order		Karen Dwyer	1 m
To educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages and intercultural appreciation to succeed in global economy.			
B. Record Attendance and Guests		Karen Dwyer	1 m
C. Approve Minutes - August 2023 VIBE Board Meeting	Approve Minutes	Karen Dwyer	1 m
D. Head of School Report		Adierah Berger	7 m
E. Chair Report		Karen Dwyer	2 m

	Purpose	Presenter	Time
1. Reminder to Board Members, if you know any of our newly elected officials remember we want to introduce them to our school, please contact Dr. Berger regarding scheduling a school visit or meeting.			
2 Reminder from our Board Retreat. We are looking for participation from Board Members at school events.			
3 Reminder if you haven't done so yet, please consider making an annual contribution to IHSNO, when writing grants, it is always good to say we have 100% participation from Board Members for Financial Support.			
4 I will be scheduling meetings in November for the HOS Evaluation Committee, Strategic Planning Committee and Governance Committee. I will try to get dates out ASAP.			
II. Committee Reports - Finance/Development			6:12 PM
A. Report-Finance/Development	FYI	Cerrita Jones	7 m
B. Recommendation to adopt July 2023 Financial Statements	Vote	Cerrita Jones	1 m
C. Discussion of State Stipends	Discuss	Adierah Berger	2 m
1 Certificates and non-certificated stipends			
2 Differentiated stipends			
D. Vote to Approve State Stipends	Vote	Cerrita Jones	1 m
1 Certificates and non certificated stipends			
2 Differentiated stipends			
III. Committee Reports -Academic			6:23 PM
Academic			
A. Academic Report	Discuss	Tonya Winfield	7 m
Report of Academic Committee			
B. Approval of the Pupil Progression Plan	Vote	Adierah Berger	5 m
IV. Committee Reports - Facility			6:35 PM
Facility			

	Purpose	Presenter	Time
A. Report of the Facilities Committee	FYI	Sarah Olivier	7 m
V. Other Business			
VI. Executive Session			6:42 PM
A. Executive Session	Discuss	Karen Dwyer	15 m
To Discuss			
1 Head of School Contract			
2 Recent Student Issues			
3 Open Meetings Law Update(ADA Compliance			
4 Video Surveillancy Policy			
5 Public Records Request Policy			
B. Voting Items		Karen Dwyer	3 m
1 Approval of HOS 2022 Year End Pay per HOS Contract			
2 To adopt Open Meetings Law Update (ADA Compliance)			
3 To adopt Video Surveillance Policy			
4 To adopt Public Records Request Policy			
VII. Closing Items			7:00 PM
A. Request for Public Comment	FYI	Karen Dwyer	5 m
B. Adjourn Meeting	Vote	Karen Dwyer	1 m

Coversheet

Approve Minutes - August 2023 VIBE Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes - August 2023 VIBE Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Retreat on August 25, 2023
2023_08_26_board_meeting_minutes.pdf

APPROVED



Voices for International Business and Education

Minutes

Board Retreat

Date and Time

Friday August 25, 2023 at 7:30 PM

Location

Canal Street Inn
3620 Canal Street
New Orleans, LA 70119

2023 VIBE Board Retreat - Schedule

3:00pm to 6:00pm - Check in for Canal Street Inn

6:00pm to 6:30pm - Social Happy Hour

6:30pm to 7:30pm - Dinner

7:30pm to 8:30pm - Board Meeting

8:30pm - Night Cap

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Directors Present

C. Jones, C. Peterson, C. Robinson, G. Espinoza, K. Dwyer, P. Manson, S. Olivier, T. Winfield

Directors Absent

B. Holloway, C. Lacoste, Jr., L. Arellano-Rivera

Ex Officio Members Present

A. Berger

Non Voting Members Present

A. Berger

Guests Present

F. McKenna

I. Opening Items

A. Call the Meeting to Order

K. Dwyer called a meeting of the board of directors of Voices for International Business and Education to order on Friday Aug 25, 2023 at 7:38 PM.

B. Record Attendance

C. Approve Minutes 06-15-2022 VIBE Board Meeting

S. Olivier made a motion to approve the minutes from VIBE Board Meeting on 06-15-22.

T. Winfield seconded the motion.

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

D. Approve Minutes 06-21-2022 VIBE Board Meeting

P. Manson made a motion to approve the minutes from VIBE Board meeting on 06-21-23.

S. Olivier seconded the motion.

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

Group discussion of IHSNO mission and vision:

- Get BESE board members to visit our school.
- Expose students and school by way of social media.

II. Board Building Activities

A. Team Building Activities

Everyone shared an item for show and tell.

Everyone also shared 3 things that no one here knows about them.

III. Closing Items

A. Public Comment

B.

Adjourn Meeting

C. Jones made a motion to adjourn the meeting.

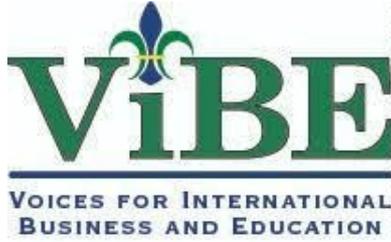
S. Olivier seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:27 PM.

Respectfully Submitted,

A. Berger



Voices for International Business and Education

Minutes

Board Meeting

Date and Time

Saturday August 26, 2023 at 9:00 AM

Location

Canal Street Inn
3620 Canal Street
New Orleans, LA 70119

Breakfast will be served at 8:30 AM

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

Directors Present

B. Holloway, C. Jones, C. Robinson, G. Espinoza, K. Dwyer, P. Manson, S. Olivier, T. Winfield

Directors Absent

C. Lacoste, Jr., C. Peterson, L. Arellano-Rivera

Ex Officio Members Present

A. Berger

Non Voting Members Present

A. Berger

Guests Present

F. McKenna, Melissa Corolla

I. Opening Items

A. Call the Meeting to Order

K. Dwyer called a meeting of the board of directors of Voices for International Business and Education to order on Saturday Aug 26, 2023 at 9:00 AM.

B. Record Attendance and Guests

II. Presentations

A. Board Binders

Went through board binder. Highlighted important information members need to know.

B. Board Training -LAPCS

- Reviewed board bylaws.
 - Outlined new legislation stating Type 2 charters can have 1/3 of total meeting virtually. The board chair must be at the location for anyone who wants to attend in person.
 - Be consistent with the CEO/Head of School title. In most areas, HOS is mentioned. One section CEO is mentioned (page 9).
 - Look at the board description and make sure you understand.

- Board diagnostics
 - make board goals (setting and monitoring) transparent for all board members to understand
- Board policy manual:
 - meant to be a living document; revised in 2017.
 - Need to be revised currently.
 - Mission, vision, and values are now on the website, but LAPCS couldn't find them.
 - The schedule is listed as a board meeting on the 3rd Wednesday of the month. Shouldn't be so specific. Maybe say how often instead.
 - Board/HOS relationship
 - The board may change policy, thereby shifting domain. Pg 9: Section 3.1.3 Does not need to be there
 - 3.1.4 - sounds like they cannot request info from the school. Goes against public records law. Need to be removed.

- This will allow the Governance Committee to dive into it and make changes.
 - pg. 14 #3 - Gift that is adequately personally meaningful. Lots of ways for board members to give. Just make sure its what we want.
 - disposal and fixed asset policy should not be part of the board but part of the finance policy.
 - The whistleblower policy should be for the entire school. Not just board. The school currently has a whistleblower policy.
-
- Governance 101
 - Reviewed board responsibilities
 - Board effectiveness (high performing boards raise and discuss crucial questions that require critical thinking)
 - Roles: student achievement, recruiting and retaining exceptional leaders, investing in governance, strategy and accountability, fundraising, and compliance.
 - Duties: care, loyalty, and obedience
 - avoid conflict of interest and abide by conflict of interest policies
 - Annually sign conflict of interest form. LAPCS will send a copy.
 - Do not use the board for personal gain
 - Promoting and advocating for school
 - Comply with state laws
 - alignment with goals, vision, and mission of school
 - Governance
 - Pie
 - Shaping mission
 - Monitoring leadership
 - Monitor performance
 - Dashboards are good to use. Use green, yellow, and red and focus on yellow and red.
 - Do hard work in committees and give overviews at board meetings
 - Pieces of pie should be discussed at all meetings.
 - The board is accountable for CEO/HOS performance.
 - Reviewed framework to guide board decisions. Members will review on their own.
 - Focus on outputs, not inputs-define what success is, HOS defines how to achieve success,
 - Be explicit about roles and responsibilities with HOS
 - well-defined job description of HOS
 - Formalize decisions about governance vs management in writing.
-
- School Leader Goals, Evaluation, Succession
 - Recognition and rewards

- Support and training
- Weak leaders need to be replaced
- The board's main point is hiring, developing, and retaining the school leader
- Group Exercise: What are the key competencies of the school leader?
- How to evaluate: goals, competencies, professional development plan. Periodic reviews of progress, the strength of critical competencies, KPIs, Annual Self-Review, and Stakeholder reviews (students, parents, teachers, administrators, government officials, local nonprofits, local businesses, elected officials, community, vendors, board of directors, local school district, funders, authorizers).
- Evaluation is a cycle. an ongoing annual process
 - Updated job description
 - Mutually agreed upon goals
 - Ongoing dialogue
 - Progress reports to board
 - Well-rounded evaluation process
 - Formal delivery of evaluation
- Succession plan:
 - Planned: aware, has time to plan, successor identified and transition process includes 12-18 months
 - Emergency: abrupt separation without time to plan (Termination, voluntary separation, illness). The acting successor is identified and then a permanent search is completed.
- Board Goals
 - The board is responsible for overseeing the school's mission and sustainability.
 - Aspirational and Operational
 - goal for meeting attendance
 - Annual self-assessment
 - Succession planning for board members (ex: accountant for finance committee)
 - try to invite non-board members to be part of committees. Because committees are non-voting, teachers and parents can sit in on committee meetings.
- Strategic plan
 - Longterm goals turn vision into reality, including goal-setting and accountability.
 - budget is the strategic plan. Have a line for cost under the strategic plan
 - Should identify 3-5 organizational priorities to guide decision making and be 6 pages or less.
 - Share with teachers and parents. Get buy-in from them
 - There are some benefits to using a consultant.
 - Review strategic planning roles
- Board Compliance

- Public Law
 - Ethics training
 - LAPCS can do it. One-hour training. Need 1-2 weeks notice.
 - Open meetings law
 - Applies to Charter Board meetings, committee meetings, board retreats.
 - If you don't comply, you can be subject to personal penalty.
 - Law states that if you do not discuss school business, you do not have to post.
 - Must be a quorum - half + 1.
 - Executive session
 - discussion of character or professional competence (24 hour notice)
 - strategy or negotiation discussion with respect to litigation. Must be notified of litigation
 - security,
 - investigative proceedings
 - discussions between board and individual students
 - case of extraordinary emergency - insurrection, invasions
 - Local Government Budget Act
 - budget must be made available for public view for up to 15 days.
 - 10 days before the first meeting - must be posted in the newspaper
 - Can not be approved during first discussion.
 - Certify budget post approval - in local newspaper
 - Public records act
 - any documentation used or retained for use in management of public business entity.
 - records that actually exist.
 - Never use personal email for board business
 - receptions: name, address and telephone of students
 - Should have a form for staff to complete opting out of sharing personal address, and phone number
 - public bid law
 - only required public bid law for two, +150,000 public works projects and food service.
 - Have all initial contracts reviewed by attorneys before signing.

- Q&A

- LAPCS not only works for school, they also work for Board. Please use them.
- Conference Dec 14.
 - Buy one get one before Aug 31, only \$150 to attend ,

- School pays
- Sessions so far: Fiscal cliff, BESE members, AI, Governor, School Safety, Governance,
- Nominate IHSNO for award.

III. "State of IHSNO" Presentation

A. "State of IHSNO" Presentation

Executive Team Presentation for each department

- HOS presentation
- CEO- Dr. Berger
- We have 380 students 56% Black and 34 % Hispanic populations
- The largest grade is 9th grade
- 26% English language learners

Good things

- Chantelle will begin her Doctor program
- Karen is doing a trip with her son.
- Sarah- 25 year anniversary
- Berger-Jared Thomas- student- graduated IHSNO-he doesn't have parents- checked in this week with Jared. He made the BB team at Xavier and they will give him houses.

Percy-What do we need to improve in the coming year and how the Board can help?

- Focus- teacher professional development- leads to teacher retention.
- Funding- for teachers and extra-curriculum
- Build financial resources to have more incentives.
- Volunteers- for our programs

Holloway-What is the allocation/budget for the extra curriculum?

We want our budget to go into- transportation, practice places, and increasing our coaches' stipends.

What have we done well as a Board?

- Support our Kids and safety
- Five-year IB renewal
- Operation oversight-

- audits-improve outstanding, bills not being paid timely,
- process in procedures.
- switch into the program with technology with continuity
- Tier 1 curriculum
- Dr. Berger, you created this team- kudos to you for putting this team together.

B. Introduction of Leadership Team

Academics- Principal Carreno and Asst. principal James Davis.
Committed to excellent academics for all students

Goals:

- Create an effective teaching and learning
- Increase SPS- 7-10 points
- Data
- improve staff, students, and community with connectedness.
- HOUSES- Connect with each other and support
- Dept. Achievements
- Attendance recovery
- culture celebration
- check-in
- progress learning

Challenges:

- Staff retention
- transportation
- attendance
- Change the professional development structure
- Readjust to normality

Assessments- Redo

- Data-driven structure
- Have an action plan to provide teachers with support
- professional development
- MYP implementation
- Daily trackers
- Professional growth- plan and feedback

- Leadership responsibilities clearly
- communication with families more often
- adhere to attendance
- early identification of T 9LEAP

Board support in academic- support, attending events, and volunteer opportunities.

Percy asked a few questions.

1. how often are students practicing LEAP test?
2. They are designed to build the capacity to do well.

Holloway asked a few questions.

1. Students, we doing great in the classroom with grades but -in the mid-session assessment the score of 65% didn't reflect the letter grade, How can that be?
2. Academic has a plan in place

September 5 will start with synchronized days.

Do we have a plan for increasing in Covid?-

- Yes, the operation provide mask, wipes, disinfect
- 5 days out with a positive test
- 5 days of Wearing a mask for another 5 days in the building.
- flyers all over the school of protocol
- Learning management system called Schoology.
- Social workers and teachers are in constant communication with students and parents to continue their school work.

Culture- Mr. Wes Watts

- Kids are safe and feel welcomed
- We put structure and policy in place to have
- Things are done with consistency and fidelity

PBIS-
store

- merit field trip- bowling, skating
- dress down
- School swag-need shirts for all grades-
- We need items for our stores

- earned points and rewarded them.

CKH

- Build capacity for respectful relationship
- Volleyball Lyon Center- Septmeber 5 at 4:30pm-
- Donation of concessions-

We offer Sports

- Basketball
- Cheer
- Dance
- Soccer - made it to the playoff

Club and organization

- Theater
- Jass empowerment
- chess
- Art
- Gaming

Celebration

- Black History
- Hispanic heritage
- French fest
- Arabic week
- spirit week
- International day
- Women's day

I have a few parents who want to attend the PTO meetings.

Cody Bourque IHSNO and Garrett- Reimage

- 8 years at IHSNO
- IB program-
- MYP- coordinator
- Ambassador about our IB program
- Sustainability of funding

Garret Reimage

- Grant funding opportunity for LA school systems

- ELA
- Summer school
- New school opening
- Expand the IB program to middle years MYP
- Implementation MYP
- Phase 1- moved to phase 2- with our planned deliveries - thanks to Dr. Berger and Mr. Bourque
- All ESSERS funds need to be spent by Sept 2024 and reported to the state.

C. "Where we've been, where we are , and where we are going."

D. Outline goals/objectives for the year

E. Reimagine Grant Update

F. Academics - SPS Scores, Leap Scores

IV. Strategic Planning Session

A. Strategic Planning Session

Read and incorporate into committees

Volunteers- B. Holloway (chair), KDwyer, P. Mason, G. Espinosa

No regular meetings schedule as needed

1st mtg: Sept 20, 5:30pm

S. Olivier made a motion to Move into executive meeting.

P. Manson seconded the motion.

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

V. Development Session

A. Development Director's Introduction

B. Holloway made a motion to Amend the agenda and add LEAP scores/SPS to Academic Committee Meeting and move the development to the Finance meeting.

P. Manson seconded the motion.

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

B. Discussion re Combining Finance and Development Committees

The Finance Committee had a discussion to combine the Finance and Development meetings.

Percy recommends that bring it before the board and vote.

The development will be inclusive of Finance, some meetings might have a finance focus (budget).

B. Holloway made a motion to To combine finance and development committees to one called Finance Meeting and all of the Development activities will be moved to Finance.

P. Manson seconded the motion.

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

P. Manson made a motion to To ask the Governance Committee to amend the board policy manual to reflect the merger of the Finance and Development Committees.

C. Robinson seconded the motion.

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

C. Finance Committee Recommendation to the Board

VI. Committee Breakout Session-1

A. Academic and Facilities Committees

Facilities Meeting Dates:

Sept 13 @ 5:30 pm

Nov 8 @ 5:30 pm

Dec 6 @ 5:30 pm

Jan 10 @ 5:30 pm

Mar 13 @ 5:30 pm

May 8 @ 5:30 pm

Academic Meeting Dates:

Sept 6 @ 6:30 pm

Nov 15 @ 6:30 pm

Jan 24 @ 6:30 pm

Mar 6 @ 6:30 pm

May 1 @ 6:30 pm

Facilities Committee Breakout

Establish Goals for 23-24

- Meet prior to move to review logistics
- Review staff reports at each bi-monthly committee meeting to ascertain progress against facility objectives
- Review strategic plan for facilities and ensure progress on goals and update as needed

The meeting schedule is as determined as above.

Academic Committee Meeting Minutes

Saturday, August 26, 2023

Attendance: Tonya Winfield

Chanelle Robinson

Adierah Berger

Percy Manson

I. First order of business was to vote Percy Manson as a member of the Academic Committee

The motion was made by Chanelle Robinson, 2nd by Tonya Winfield

II. Academic Committee meeting dates

The following dates were discussed: 9/6, 11/15, 1/24, 3/6, and 5/1. Academic committee meetings will begin at 6:30 pm following the Governance Committee meeting.

III. Academic Goals discussed.

1. Monitor and evaluate the progress of student success over the 23-24 School Year
2. 100% Board participation towards school cultural events - defined by financial support and an increase in attendance at cultural events
3. Review our current Strategic Plan as it relates to Academics - make recommendations to the Strategic Plan Committee inclusive of our expansion grant goals and overall sustainability

VII. Committee Breakout Session-2 3:45pm to 4:00pm

A. Governance Committee 3:45 PM to 4:00 PM

Will discuss to on September 6 at 5:30pm

VIII. Closing Items

A. How was this retreat? Recommendation? Berger will create a feedback form to Board members.

How is the Retreat going? Recommendation?

Berger will create a feedback form to send to the Board members

Add Recommendations for a Better Board Retreat

Add more time on the first day

Add time for questions on the agenda

Have a reflection on each topic and add to the agenda for notes.

How do our committees work?

Have an onboarding session with new members.

IX. Wrap Up

A. Evaluation of Retreat 23-24

B. Public Comment

C. Adjourn Meeting

C. Jones made a motion to adjourn the meeting.

P. Manson seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,

K. Dwyer

Documents used during the meeting

- IHSNO Strategic Plan 2023-2028.pdf

Coversheet

Recommendation to adopt July 2023 Financial Statements

Section: II. Committee Reports - Finance/Development
Item: B. Recommendation to adopt July 2023 Financial Statements
Purpose: Vote
Submitted by:
Related Material: IHSNO_-_Monthly_Presentation_-_July_2023_V1_.pdf



July 2023 Financials

PREPARED SEP'23 BY



- **Executive Summary**
- **Key Performance Indicators**
- **Forecast Overview**
- **Cash Forecast**
- **Forecast History**
- **Notable Forecast Variances**
- **Differentiated Compensation**
- **Certificated and Support Staff Compensation**
- **Appendix**

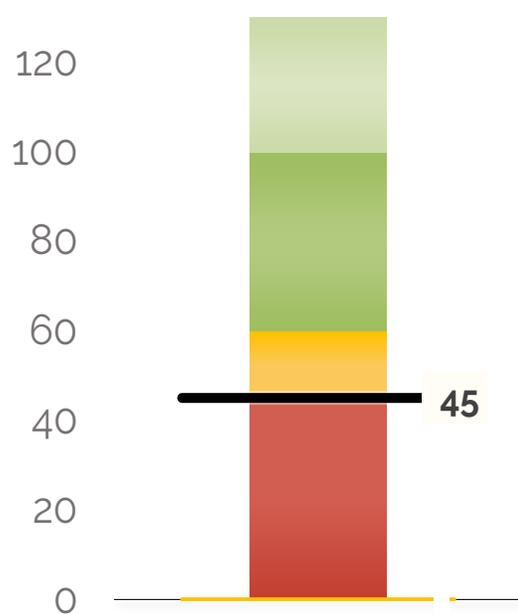
Executive Summary

- **As of July 31, 2023, our financial position is as follows: The checking account balance stands at \$570,908, with an additional \$80,000 in the Anybill clearing account, resulting in a total cash and cash equivalents balance of \$650,908.**
- **Our year-end projection is optimistic, with an expectation of maintaining 45 days of cash on hand, which increases to 65 days when considering our line of credit. Additionally, we are projecting a net income of \$3,000, representing a positive variance of \$1,000 compared to the budgeted amount of \$2,000.**
- **These favorable financial outcomes can be attributed to several key factors.:**
 - **Additional Title I Federal Revenue allocation**
 - **Additional Title II Federal Fund allocation**
- **We are schedule to begin the financial audit process the week of September 25,2023**

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

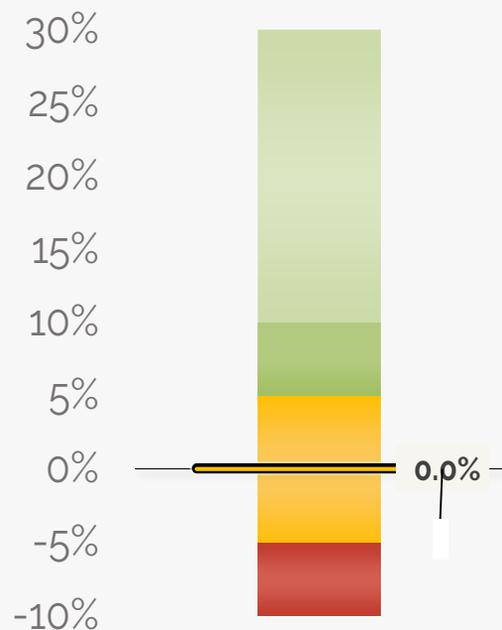


45 DAYS OF CASH AT YEAR'S END

The school will end the year with 45 days of cash. This is below the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

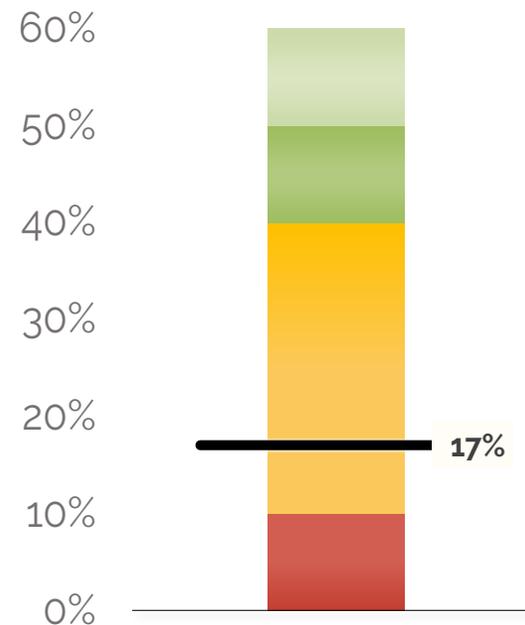


0.04% GROSS MARGIN

The forecasted net income is \$3k, which is \$1k above the budget. It yields a 0.1% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



17.04% AT YEAR'S END

The school is projected to end the year with a fund balance of \$1,189,835. Last year's fund balance was \$1,186,994.

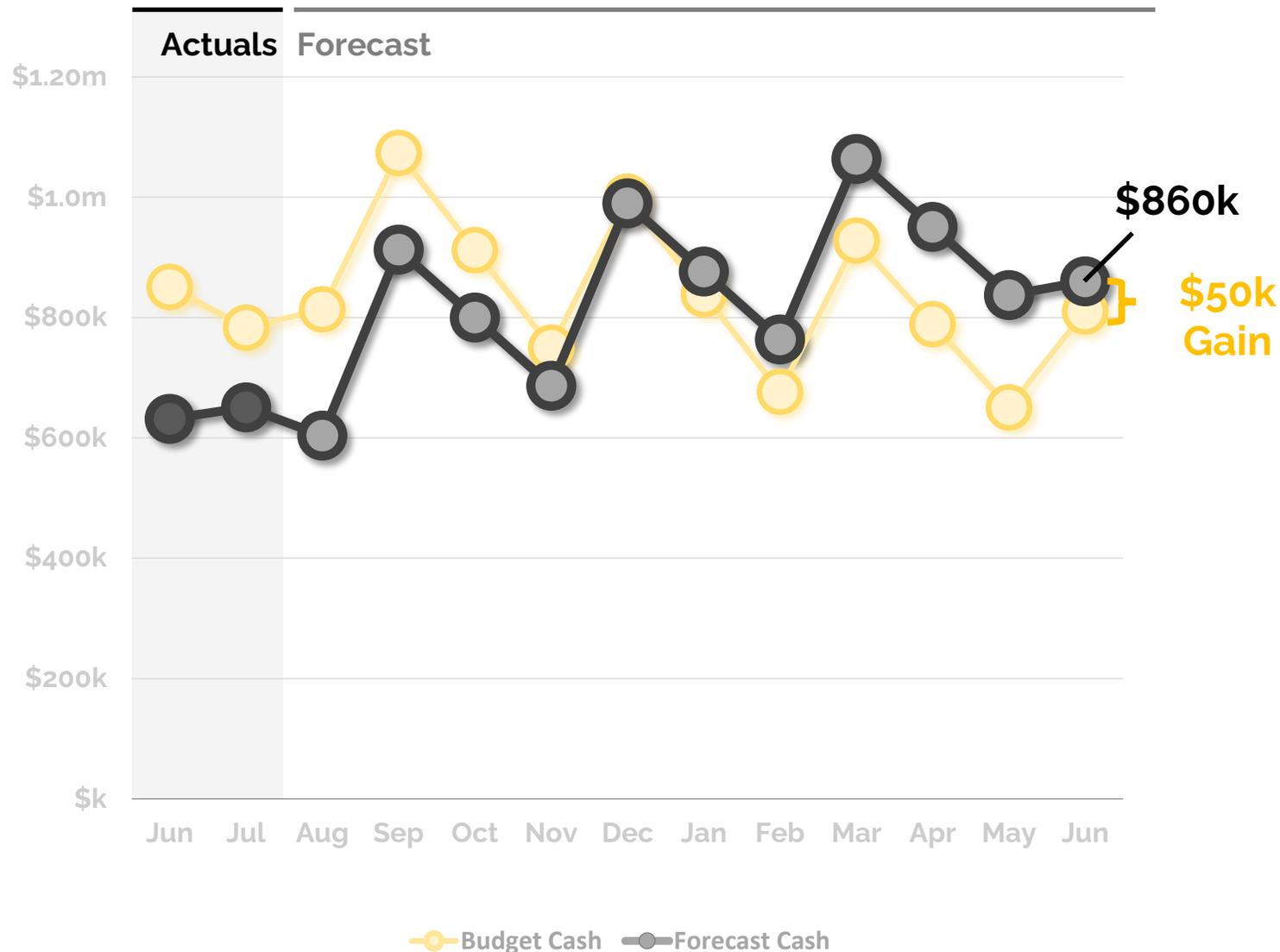
Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$7m	\$7m	\$10k	+10k	Driven by additional Title I and Title II allocations
Expenses	\$7m	\$7m	-\$9k	-9k	Driven by changes in staff and staff related expenses
Net Income	\$3k	\$2k	\$1k	1k	
Cash Flow Adjustments	\$226k	-\$43k	\$268k	+268k	Driven by expected deferred revenue.
Change in Cash	\$229k	-\$41k	\$269k	269k	

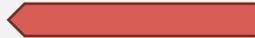
Cash Forecast

45 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$860k**, **\$50k** above budget.



Salaries | \$9k annual cash decrease

Selected Accounts	Forecast	Budget	Annual Impact on Cash (And Monthly Change)	Monthly Change
School Administrators Changes in Finance department	659k	644k	-16k 	0
Teachers Current vacancies	1.3m	1.4m	 32k	0
Other Salaries Unbudgeted position	193k	158k	-35k 	0

Zero

Differentiated Compensation

- **The state will be distributing funds to address recruitment and retention needs in any of the following categories:**
 - **Stipends for teachers in critical shortage areas as determined by BESE**
 - **Stipends for highly effective teachers**
 - **Stipends for teachers working with high-need schools**
 - **Stipends for teacher leadership positions**
- **The finance committee, and ultimately the Board, will approve the stipends distribution plan.**

Certificated and Support Staff Compensation

- The state will be distributing funds to be provided to Certificated and support staff in the form of stipends in the following manner:
 - \$1,000 stipends for school personnel listed as support staff
 - \$2,000 for certificated teachers
- The stipend distribution plan will be subject to approval by the finance committee and, ultimately, the Board.



QUESTIONS?

Please contact your EdOps Finance Team:

Jethro Celestin

jethro@ed-ops.com

504.579.4762

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	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
Revenue							
State and Local Revenue	368,036	396,733	(28,697)	4,830,796	4,830,796	0	4,462,760
Federal Revenue	-	-	-	1,919,751	1,909,576	10,175	1,919,751
Private Grants and Donations	-	-	-	-	-	-	-
Earned Fees	452	12,455	(12,003)	234,603	234,603	(0)	234,152
Total Revenue	368,488	409,188	(40,700)	6,985,150	6,974,975	10,175 ①	6,616,662
Expenses							
Salaries	45,779	107,822	62,044	3,128,758	3,120,015	(8,743)	3,082,979
Employee Benefits	36,373	61,065	24,693	733,203	732,781	(423)	696,831
Purchased Professional And Technical Services	94,777	47,842	(46,935)	1,004,648	1,004,648	0	909,871
Purchased Property Services	27,341	25,228	(2,113)	302,734	302,734	0	275,393
Other Purchased Services	36,501	32,924	(3,577)	1,136,415	1,136,415	(0)	1,099,914
Supplies	14,956	32,756	17,800	393,069	393,069	0	378,114
Debt Service And Miscellaneous	19,755	23,693	3,938	283,483	283,483	(0)	263,728
Total Expenses	275,481	331,330	55,849	6,982,310	6,973,144	(9,166) ②	6,706,829
Net Income	93,007	77,859	15,148	2,840	1,831	1,009 ③	(90,167)
Cash Flow Adjustments	(73,835)	(145,307)	71,472	225,715	(42,763)	268,477 ④	299,550
Change in Cash	19,172	(67,449)	86,620	228,555	(40,932)	269,487 ⑤	209,383

① **REVENUE: \$10K AHEAD**
 Additional Title I and Title 2 allocations

② **EXPENSES: \$9K BEHIND**
 Driven by changes in staffing

③ **NET INCOME: \$1K ahead**

④ **CASH ADJ: \$268K AHEAD**
 Driven by expected deferred revenue

⑤ **NET CHANGE IN CASH: \$26gK AHEAD**

Monthly Financials

	Actual	Forecast											
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
State and Local Revenue	368,036	405,705	405,705	405,705	405,705	405,705	405,705	405,705	405,705	405,705	405,705	405,705	4,830,796
Federal Revenue	0	23,205	439,329	23,205	23,205	439,329	23,205	23,205	439,329	23,205	23,205	439,329	1,919,751
Earned Fees	452	21,287	21,287	21,287	21,287	21,287	21,287	21,287	21,287	21,287	21,287	21,287	234,603
Total Revenue	368,488	450,197	866,321	450,197	450,197	866,321	450,197	450,197	866,321	450,197	450,197	866,321	6,985,150
Expenses													
Salaries	45,779	202,402	257,726	263,616	263,616	263,616	263,616	263,616	266,164	263,616	263,616	511,375	3,128,758
Employee Benefits	36,373	56,174	60,406	60,857	60,857	60,857	60,857	60,857	61,052	60,857	60,857	93,201	733,203
Purchased Professional And Technical Services	94,777	82,716	82,716	82,716	82,716	82,716	82,716	82,716	82,716	82,716	82,716	82,716	1,004,648
Purchased Property Services	27,341	25,036	25,036	25,036	25,036	25,036	25,036	25,036	25,036	25,036	25,036	25,036	302,734
Other Purchased Services	36,501	99,992	99,992	99,992	99,992	99,992	99,992	99,992	99,992	99,992	99,992	99,992	1,136,415
Supplies	14,956	34,374	34,374	34,374	34,374	34,374	34,374	34,374	34,374	34,374	34,374	34,374	393,069
Debt Service And Miscellaneous	19,755	23,975	23,975	23,975	23,975	23,975	23,975	23,975	23,975	23,975	23,975	23,975	283,483
Total Ordinary Expenses	275,481	524,669	584,225	590,565	590,565	590,565	590,565	590,565	593,308	590,565	590,565	870,668	6,982,310
Total Expenses	275,481	524,669	584,225	590,565	590,565	590,565	590,565	590,565	593,308	590,565	590,565	870,668	6,982,310
Net Income	93,007	-74,472	282,096	-140,369	-140,369	275,756	-140,369	-140,369	273,013	-140,369	-140,369	-4,347	2,840
Cash Flow Adjustments	-73,835	27,232	27,232	27,232	27,232	27,232	27,232	27,232	27,232	27,232	27,232	27,232	225,715
Change in Cash	19,172	-47,240	309,328	-113,137	-113,137	302,987	-113,137	-113,137	300,245	-113,137	-113,137	22,885	228,555
Ending Cash	650,908	603,667	912,995	799,858	686,721	989,709	876,572	763,435	1,063,680	950,543	837,406	860,291	

	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
Assets			
Current Assets			
Cash	631,736	650,908	860,291
Accounts Receivable	568,361	410,017	350,937
Total Current Assets	1,200,097	1,060,925	1,211,228
Noncurrent Assets			
Facilities, Net	676,831	676,831	676,831
Total Noncurrent Assets	676,831	676,831	676,831
Total Assets	1,876,929	1,737,756	1,888,060
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	534,913	268,645	543,203
Accounts Payable	337,424	371,513	337,424
Total Current Liabilities	872,337	640,158	880,628
Total Long-Term Liabilities	0	0	
Total Liabilities	872,337	640,158	880,628
Equity			
Unrestricted Net Assets	1,212,066	1,004,592	1,004,592
Net Income	-207,475	93,007	2,840
Total Equity	1,004,592	1,097,599	1,007,432
Total Liabilities and Equity	1,876,929	1,737,756	1,888,060

Coversheet

Discussion of State Stipends

Section: II. Committee Reports - Finance/Development
Item: C. Discussion of State Stipends
Purpose: Discuss
Submitted by:
Related Material: Draft Certificated and Differentiated Stipends.pdf



Certificated and Support Staff Stipends 2023-2024 SY

Purpose

Guidance published by the Louisiana Department of Education (LDE) regarding the statewide allocation made by the Louisiana Legislature in 2023 for Certificated and Support Staff to receive a stipend in roles listed in the guidance document.

- ***\$1,000 stipends for school personnel***
- ***\$2,000 stipends for school personnel***

Procedure

Positions that traditionally require a teaching or school leadership certificate, are known as certificated personnel and are counted in the data used in the certificated stipend allocation. The eligible position titles and associated object/function codes include:

Certificated Staff Stipend

- Teachers (function codes 1000-2200s, object code 112)
- Therapists/Specialists/Counselors (function codes 1000- 2200s, object code 113)
- School Site-based Principals, Assistant Principals, and Other School Administrators (function code 2400s, object code 111)
- Central Office Certificated Administrators (function codes 1000-2200s & 2324, 2831, and 2832 (excluding 2130s), object code 111)
- School Nurses (function code 2134, object code 118)
- Sabbaticals (function codes 1000-2200s, and 2400s, object code 140)

School-level positions that do not require a teaching or school leadership certificate are eligible to be counted in the data used in the support stipend allocation. The eligible position titles and associated object/function codes include:

Support/Non-Certificated Staff Stipends

- Aides (function codes 1000-4900s, object code 115)
- Support Supervisors (function codes 2130s, 2300s (excluding 2311, 2321, and 2324) and 2500-4900s (excluding 2831 and 2832), object code 111)
- Clerical/Secretarial (function codes 1000-4900s, object code 114)



- Service Workers (function codes 1000-4900s, object code 116)
- Skilled Craftsmen (function codes 1000-4900s, object code 117)
- Degreed Professionals (function codes 1000-4900s, (excluding 2134s) object code 118)
- Other Personnel (function codes 1000-4900s, object codes 100, 110 and 119)

Payment Timeline

Certificated and Support staff compensation stipends are tax deductible and 401K payroll deductions. Stipends will be paid in two installments through payroll as a separate check as follows:

Certificated and Support staff hired on or before October 1, 2023, will be paid half of the stipend on Friday, November 17, 2023.

Certificated and Support staff hired on or before February 1, 2024, will be paid half of the stipend on Friday, April 19, 2024.

Certificated and Support staff must be actively employed with IHSNO when stipends are paid.

Approval



Differentiated Compensation Allocation 2023-2024 SY

Purpose

Guidance published by the Louisiana Department of Education (LDE) regarding the statewide allocation made by the Louisiana Legislature in 2023 for Differentiated Compensation. The differentiated compensation distribution plan allows for funds to be used in any portion appropriate to address recruitment and retention needs, in any of the following four categories:

- Teachers in critical shortage areas as determined by the Board of Elementary and Secondary Education (BESE)
- Highly effective teachers
- Teachers working in high need schools defined as those with Economically Disadvantaged rate of 85% or higher
- Teacher leadership positions

Procedure

Teachers who qualify in any of the four eligible categories will receive a stipend as follows:

- Teachers in the following critical shortage areas - Mathematics, Science and Special Education are eligible to receive a one time stipend of **\$200.00**.
- Teachers who received a highly effective rating in 2023 VAM scores are eligible to receive a one time stipend of **\$300.00**.
- All teachers are eligible to receive a one time stipend amount of **\$200.00** for being employed in a high need school.
- Teachers in a full-time leadership position are eligible to receive a one time stipend of **\$100.00**



Payment Timeline

Differentiated compensation stipends are tax deductible and 401K payroll deductions. Stipends will be paid in two installments through payroll as a separate check as follows:

Eligible teachers hired on or before October 1, 2023, will be paid half of the stipend on Friday, November 17, 2023.

Eligible teachers hired on or before February 1, 2024, will be paid half of the stipend on Friday, April 19, 2024.

Teachers must be actively employed with IHSNO when stipends are paid.

Approval

Coversheet

Approval of the Pupil Progression Plan

Section: III. Committee Reports -Academic
Item: B. Approval of the Pupil Progression Plan
Purpose: Vote
Submitted by:
Related Material: 2023-2024 IHSNO PPP.pdf

2023-2024 Pupil Progression Plan

Local Education Agency:

VOICES FOR INTERNATIONAL BUSSINESS 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](#).

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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I. Placement of students in kindergarten and grade 1

Kindergarten

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

II. 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

III. 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

IV. 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

V. 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 are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

A nontraditional course may not be approved for any of the following reasons:

- Does not have teacher-based instruction.
- Does not require regular and ongoing instructor-led interaction between the student and teacher.
- Does not require students to complete the entire course.
- Does not prepare students for four-year college class work.
- Does not have official student grade records.
- Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00 p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.

- 3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

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.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

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

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

- 9th Grade Fewer than or equal to six and a half (6.5) units 0- 6.5
- 10th Grade 7 or more and less than fourteen 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, Career and Technical Education (CTE) courses, and Dual Enrollment Programs.

VI. 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 can affect grade level placement. The student must take all required courses to graduate.

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

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

- A student entering from a school within the state must present a certified transcript, showing the student's record of attendance, achievement, and the units of credit earned.
- A student transferring from a home study or unapproved school will be placed in an assigned grade with credit for the school work completed 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.

VIII. 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.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC

28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.

- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. 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. Homebound instruction shall be provided by a properly certified teacher on the 11 school day following an absence of more than 10 consecutive school days for a qualifying illness as determined by a medical doctor. Homebound instruction may be given as a combination of online instruction and in-person instruction. 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 English Second Language 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 EL students, provided accommodations, receive direct English language instruction and will be registered to take 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 LEAP 2025 assessments 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 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.

XI. 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

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).

- 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 (High School Equivalency Credential).
- 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.

XII. 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.

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.

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

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 half 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 recovery program.

Students who receive a final grade of "F" in a core course (Math, Science, English, Social Studies) may recover the credit in accredited recovery program. Students must enroll, attend all credit recovery classes and earn a satisfactory grade. Students may recover up to 2 classes in and accredited recovery program. 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. 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 half 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 recovery program.

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

XIII. 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 sign up for the International Baccalaureate (IB), and/or dual enrollment classes.

Students who are entering the 9th grade will be required to enroll in Quest for Success and Expository Reading and Writing.

Students who are entering 11th grade will be required to enroll in IB English III.

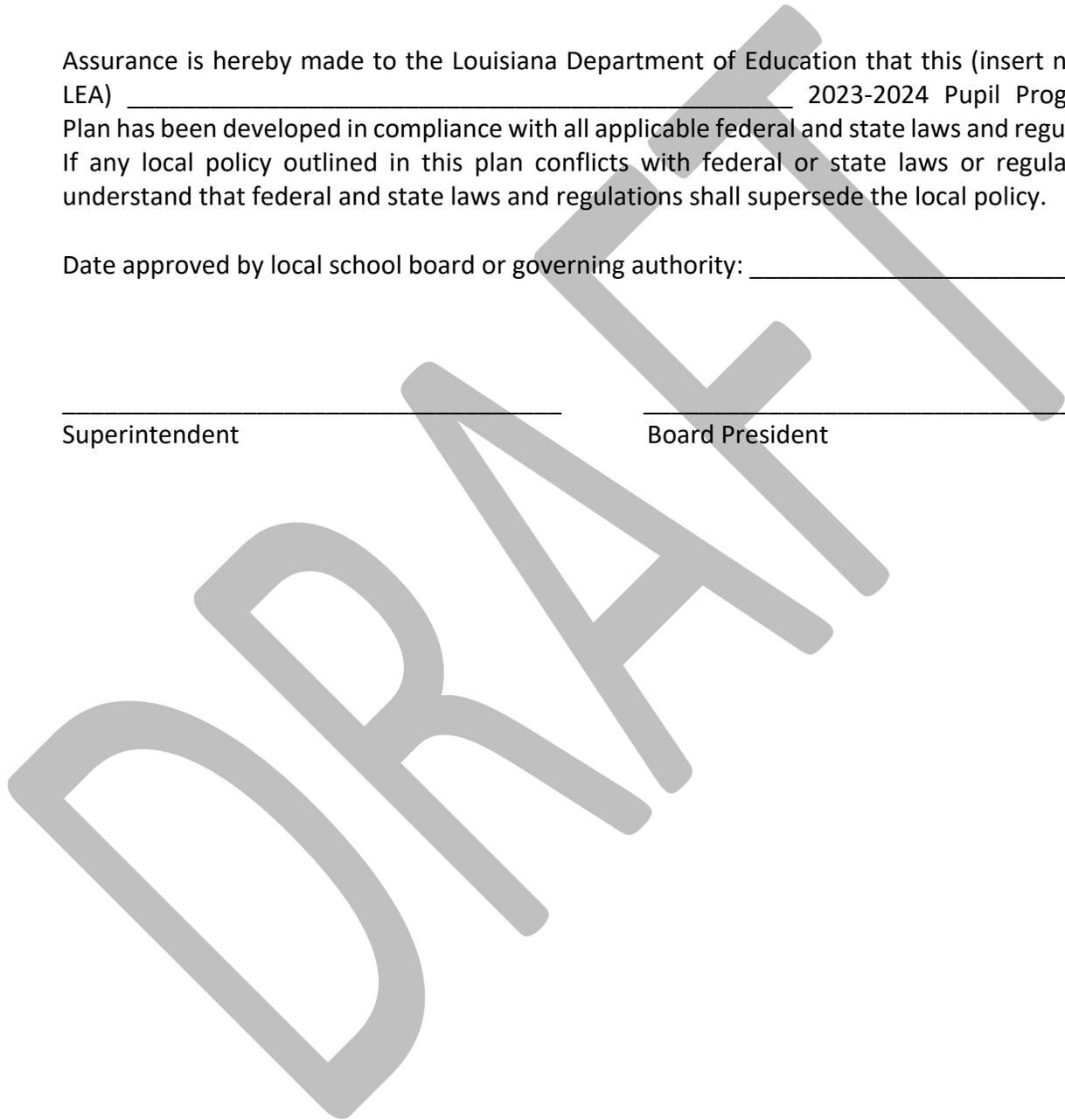
XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President



Coversheet

Voting Items

Section: VI. Executive Session
Item: B. Voting Items
Purpose:
Submitted by:
Related Material: Public Records Request - Draft 09.23.pdf
Video Surveillance Footage Policy.pdf
Open Meetings Laws Policy Draft 2023.pdf



Public Records Requests

International High School of New Orleans (IHSNO) will make all reasonable efforts to respond to requests for access to public records as soon as possible and in accordance with the provisions of the Public Records Law, La. R.S. 44:1 et seq. However, large requests will take longer to collect and process because all requests must be reviewed for exceptions to the Public Records Law before they can be inspected, copied, and/or reproduced. Notice will be provided to you in all instances where the public nature of the records is in question.

Pursuant to La. R.S. 44:32(C)(1)(a), IHSNO collects fees for the copying and production of public records. Prior to copying and production, IHSNO will provide an estimate of the costs of the production to the requester. IHSNO will produce the records only upon complete payment of the required fees. The base fees are as follows:

\$0.25 per page for paper copies. Two-sided documents are considered two pages.

\$0.25 per page for PDF documents, PowerPoint presentations, and Word documents.

\$10.00 for any other electronic documents that must be provided on a thumb drive or compact disc.

Additional service fees may apply depending on the scope of the request.



Video Surveillance Footage Policy

International High School of New Orleans (IHSNO) utilizes security and surveillance video systems both inside and outside the school buildings to keep its students and school community safe and secure, reduce risk, and support investigations. To ensure the protection of individual privacy rights in accordance with state and federal laws, this policy is adopted to formalize procedures for the installation and maintenance of surveillance equipment and the handling, viewing, retention, dissemination, and destruction of surveillance records.

Security and surveillance video shall be handled with an appropriate level of security to protect against unauthorized access, alteration, or disclosure in accordance with applicable federal and state laws. Appropriate measures will be taken to protect an individual's right to privacy and hold IHSNO's information securely through its creation, storage, transmission, use, and deletion. All security and surveillance video installations are subject to federal and state laws.

Security and surveillance video is considered confidential information. IHSNO shall be responsible for maintenance of the security and surveillance video systems. Only IHSNO's Head of School shall have access to the security footage.

Security and surveillance video recordings may be disclosed and available for inspection in certain limited circumstances. However, IHSNO's security and surveillance video records are not subject to the Louisiana Public Records Law, La. R.S. 44:1 *et seq.*

Security and surveillance video recordings that do not depict, capture, or record students may be disclosed to parents or legal guardians of the school, law enforcement officials, or bona fide news organizations, as they are defined in La. R.S. 44:3.1.1, upon written request to IHSNO. IHSNO will respond to the request in a reasonable amount of time.

A different procedure must be followed when the recordings depict students. Security and surveillance video recordings that depict students may be disclosed only in compliance with the Federal Educational Rights and Privacy Act (FERPA) and other applicable federal and state laws.

Parents and legal guardians may view surveillance and security video recordings of their child. The parent's or legal guardian's viewing will be limited to only those portions of the video recording that depict their child. Parents and legal guardians shall submit requests to view surveillance and security video recordings to IHSNO in writing, specifying the recording that they



wish to inspect and state the purpose for the inspection. Copies of the video depicting their child will not be given to parents and legal guardians.

Security and surveillance video recordings that depict students may also be disclosed to law enforcement officials in circumstances compliant with FERPA and other applicable laws. This includes, but is not limited to, the disclosure of recordings of students pursuant to a lawfully-issued subpoena or when it is determined that that the information is necessary to protect the health or safety of the student or other individuals.

IHSNO shall retain security and surveillance footage for at least 30 days. When the retention period lapses, the surveillance and security footage will automatically be erased.

DRAFT



Open Meetings Law (Update)

Any board member or member of the public may participate in Voices for International Business and Education (VIBE) board meetings via **teleconference or videoconference**. To participate by **teleconference or videoconference**, the member of the public shall submit a written request for such participation by emailing *Karen Mayer Dwyer* at karen.dwyer@ihsnola.org no later than 2 days, exclusive of weekends and holidays, before the scheduled meeting to request access and allow the board to make the appropriate accommodations. If a member of the public wishes to make a public comment on an agenda item, such request shall be submitted in writing by emailing *Karen Mayer Dwyer* at karen.dwyer@ihsnola.org no later than 2 hours before the start of the scheduled meeting.

Any board member participating in the meeting, either electronically or in person, shall be counted toward the quorum and may vote.

Any meetings conducted via electronic means will be recorded.