

# International School of Louisiana Board of Trustees

## 2021 Annual Retreat

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### Date and Time

Saturday June 26, 2021 at 9:00 AM CDT

### Location

Hybrid Virtual/In-Person Meeting

Due to a declared state of emergency in our geographic area, the Board of Trustees will hold a hybrid virtual/in-person meeting. The Board and members of the public may attend in person at 1400 Camp Street, Library (2nd floor), New Orleans or via [video conference](#).

If attending in person, enter through Camp Street door.

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***The mission of the International School of Louisiana is to provide a challenging education emphasizing language immersion, international awareness, the celebration of diversity and community responsibility.***

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:00 AM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Grant Ligon	1 m
<b>B.</b> Record Attendance and Guests		Jade Brown-Russell	2 m
<b>II. Board Training</b>			<b>9:03 AM</b>
<b>A.</b> Board Basics Training	FYI		60 m
Board training provided by Louisiana Association of Public Charter Schools.			
<b>III. Approve Minutes</b>			<b>10:03 AM</b>
Vote to approve minutes submitted for approval.			
<b>A.</b> December 9, 2020 Board of Trustees Minutes	Approve Minutes		1 m
<b>B.</b> March Finance Committee Minutes	Approve Minutes		1 m

	Purpose	Presenter	Time
C. April Finance Committee Minutes	Approve Minutes		1 m
D. May Finance Committee Minutes	Approve Minutes		1 m
E. Other Minutes	Approve Minutes		
<b>IV. Action Items</b>			<b>10:07 AM</b>
A. Nomination of Valiant Cuiellette to the Board	Vote	Grant Ligon	5 m
B. Louisiana Compliance Questionnaire	Vote	Grant Ligon	5 m
The Board will vote whether to approve the Louisiana Compliance Questionnaire.			
C. 2021-2022 Budget	Vote	Larissa Muetzel	10 m
Vote to adopt the 2021-2022 Budget.			
D. New Child Leave Policy	Vote	Emily Thomas	10 m
Administration will present a New Child Leave Policy to provide paid leave to employees who add a child to their families. The Board will vote whether to adopt this policy.			
E. Election of 2021-22 Officers	Vote	Grant Ligon	20 m
<b>V. Discussion Items</b>			<b>10:57 AM</b>
A. 2021-22 Meeting Schedule	Discuss	Grant Ligon	10 m
B. Strategic Planning	Discuss	Grant Ligon	20 m
C. New Schools for Baton Rouge Feasibility Study	Discuss	Melanie Tennyson	10 m
<b>VI. Head of School Report</b>			<b>11:37 AM</b>
A. End of the Year Report	FYI	Melanie Tennyson	10 m
<b>VII. Public Comment</b>			<b>11:47 AM</b>
A. Public Comment	FYI	Grant Ligon	10 m
General public comment period. Audience members are invited to address the Board; commenters are asked to limit themselves to one comment of two minutes or less.			
<b>VIII. Executive Session to Discuss Head of School's Annual Review</b>			<b>11:57 AM</b>
A. Head of School's Annual Review	Vote	Grant Ligon	20 m

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
	The Board will vote whether to enter Executive Session in order to discuss the Head of School's annual review.		

**IX. Closing Items**

**12:17 PM**

A. Adjourn Meeting

Vote

Grant  
Ligon

# Cover Sheet

## December 9, 2020 Board of Trustees Minutes

**Section:** III. Approve Minutes  
**Item:** A. December 9, 2020 Board of Trustees Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for December Board of Trustees Meeting on December 9, 2020

**DRAFT**

# International School of Louisiana Board of Trustees

## Minutes

### December Board of Trustees Meeting

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#### **Date and Time**

Wednesday December 9, 2020 at 6:00 PM

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*The mission of the International School of Louisiana is to provide a challenging education emphasizing language immersion, international awareness, the celebration of diversity and community responsibility.*

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#### **Trustees Present**

C. Rice (remote), G. Ligon (remote), H. Rodgers iv (remote), J. Brown-Russell (remote), L. Muetzel (remote), S. Stickney Murphy (remote), Y. Zaitseva McCloskey (remote)

#### **Trustees Absent**

M. Correa

#### **Guests Present**

M. Tennyson (remote), S. Chapman (remote)

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### **I. Opening Items**

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

G. Ligon called a meeting of the board of trustees of International School of Louisiana Board of Trustees to order on Wednesday Dec 9, 2020 at 6:00 PM.

#### **B. Record Attendance and Guests**

J. Brown-Russell made a motion to amend the agenda to add approval of minutes from previous meetings.

L. Muetzel seconded the motion.

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

#### **C. Approve 6/27/2020 Board Retreat Minutes**

J. Brown-Russell made a motion to approve the minutes from Annual Board Retreat on 06-27-20.

C. Rice seconded the motion.

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

#### **D. Approve 8/18/2020 Finance Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from ISL Finance Committee Meeting on 08-18-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. Approve 8/18/20 Strategic Planning Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from ISL Strategic Planning Committee Meeting on 08-18-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**F. Approve 9/17/2020 Finance Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from ISL Finance Committee Meeting on 09-17-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**G. Approve 9/17/2020 Strategic Planning Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from Strategic Planning Committee Meeting on 09-17-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**H. Approve 9/23/2020 Board Meeting Minutes**

J. Brown-Russell made a motion to approve the minutes from September 2020 Board of Trustees Meeting on 09-23-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**I. Approve 10/22/20 Finance Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from ISL Finance Committee on 10-22-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**J. Approve 12/3/2020 Finance Committee Minutes**

J. Brown-Russell made a motion to approve the minutes from Finance Committee Meeting on 12-03-20.

C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**II. Action Item**

**A. Pupil Progression Plan**

L. Muetzel made a motion to approve the revised Pupil Progression Plan.

Y. Zaitseva McCloskey seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. Proposed Amendment to COVID-19 Policy Regarding Group Sizes**

C. Rice made a motion to adopt the proposed amendment to ISL's COVID-19 policy.

J. Brown-Russell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. Proposed Amendment to COVID-19 Policy Regarding Duration of Quarantine for Asymptomatic Contacts**

L. Muetzel made a motion to approve the proposed amendment to ISL's COVID-19 policy.  
Y. Zaitseva McCloskey seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. Nomination of New Board Member**

H. Rodgers iv made a motion to nominate Sarah Murphy to the Board of Trustees.  
C. Rice seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**III. Head of School Report**

**A. HOS Report**

Thank you to Yelena McCloskey for her service to the school; this is her last Board meeting.

**IV. Public Comment**

**A. Public Comment**

Two members of the public gave comments.

**V. Closing Items**

**A. Adjourn Meeting**

S. Stickney Murphy made a motion to adjourn the meeting.  
Y. Zaitseva McCloskey 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 7:00 PM.

Respectfully Submitted,  
S. Chapman

# Cover Sheet

## March Finance Committee Minutes

**Section:** III. Approve Minutes  
**Item:** B. March Finance Committee Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Finance Committee meeting on March 18, 2021



# International School of Louisiana Board of Trustees

## Minutes

### Finance Committee meeting

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#### **Date and Time**

Thursday March 18, 2021 at 6:00 PM

#### **Location**

The International School of Louisiana's Board of Trustees will hold a meeting via electronic means due to a declared state of emergency or disaster within our geographic area.

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#### **Committee Members Present**

E. Thomas (remote), G. Ligon (remote), L. Muetzel (remote), M. Tennyson (remote)

#### **Committee Members Absent**

*None*

#### **Guests Present**

C. Rice (remote), Carol McCarthy (remote), Michael Dunn (remote), S. Barthelemy (remote), S. Chapman (remote)

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

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

L. Muetzel called a meeting of the Finance Committee of International School of Louisiana Board of Trustees to order on Thursday Mar 18, 2021 at 6:06 PM.

### **II. Finance**

#### **A. January and February 2021 Financials and Head of School Credit Card**

Michael Dunn went over the overview of the February 2021 financials. There were no activity on Head of School credit card in January or February.

There was a discussion about Treasurer transition - Ms. Muetzel is rolling off in November.

#### **B. Update from HOS**

Head of School update was moved to the Strategic Committee meeting.

### **III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:20 PM.

Respectfully Submitted,  
L. Muetzel

# Cover Sheet

## April Finance Committee Minutes

**Section:** III. Approve Minutes  
**Item:** C. April Finance Committee Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Finance Committee meeting on April 22, 2021

**DRAFT**

# International School of Louisiana Board of Trustees

## Minutes

### Finance Committee meeting

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#### **Date and Time**

Thursday April 22, 2021 at 6:00 PM

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#### **Committee Members Present**

E. Thomas (remote), G. Ligon (remote), L. Muetzel (remote), M. Tennyson (remote)

#### **Committee Members Absent**

*None*

#### **Guests Present**

D. Rowland (remote), J. Brown-Russell (remote), S. Barthelemy (remote), S. Chapman (remote)

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

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

L. Muetzel called a meeting of the Finance Committee of International School of Louisiana Board of Trustees to order on Thursday Apr 22, 2021 at 6:02 PM.

### **II. Finance**

#### **A. March 2021 Financials and Head of School Credit Card**

The committee went over March 2021 financials.

#### **B. Update from HOS**

There has been no activity on the credit card for March 2021.

### **III. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,  
L. Muetzel

# Cover Sheet

## May Finance Committee Minutes

**Section:** III. Approve Minutes  
**Item:** D. May Finance Committee Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Finance Committee meeting on May 20, 2021

**DRAFT**

# International School of Louisiana Board of Trustees

## Minutes

### Finance Committee meeting

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#### **Date and Time**

Thursday May 20, 2021 at 6:00 PM

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#### **Committee Members Present**

E. Thomas (remote), L. Muetzel (remote), M. Tennyson (remote)

#### **Committee Members Absent**

G. Ligon

#### **Guests Present**

C. Rice (remote), Carol McCarthy (remote), Geromy Moore (remote), J. Brown-Russell (remote), Katy Heeren-Mueller (remote), M. Correa (remote), Mike Dunn (remote), S. Barthelemy (remote), S. Chapman (remote), Valiant Cuiellette (remote)

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

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

L. Muetzel called a meeting of the Finance Committee of International School of Louisiana Board of Trustees to order on Thursday May 20, 2021 at 6:04 PM.

### **II. Finance**

#### **A. April 2021 Financials and Head of School Credit Card**

There were no activity on the Head of School credit card.  
Mike Dunn and Emily Thomas went over April 2021 financials.

#### **B. ISL's Draft Budget 2021-2022 FY**

Mike Dunn and Melanie Tennyson went over ISL's draft budget 2021-2022. It will be voted on the next board meeting on May 26th.

#### **C. Louisiana Compliance Questionnaire**

The completed and signed Louisiana Compliance Questionnaire will be presented and adopted by the ISL Board of Trustees in an open meeting on May 26th.

### **III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:36 PM.

Respectfully Submitted,  
L. Muetzel

# Cover Sheet

## Other Minutes

<b>Section:</b>	III. Approve Minutes
<b>Item:</b>	E. Other Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Additional Minutes 6-26.pdf



# International School of Louisiana Board of Trustees

## Minutes

### Board of Trustees Meeting

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#### **Date and Time**

Wednesday January 27, 2021 at 6:00 PM CST

#### **Location**

The Board held a meeting via electronic means due to a declared state of emergency or disaster within our geographic area. Members of the public were able to attend the meeting by phone or video conference. Members of the public obtained meeting information, including, but not limited to, the teleconference dial-in information and video conference links, via email from Susan Chapman, Chief of Staff, at [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Members of the public were allowed to submit comments in advance to be read aloud during the public comment period of the meeting by submitting comments via email to [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Requests for other accommodations were available by contacting Ms. Chapman by email.

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#### **Board Members Present**

Larissa Muetzel, Jade Brown-Russell, Sarah Murphy, Chad Rice, Grant Ligon, Max Correa, Howard Rodgers IV

#### **Board Members Absent**

None.

#### **Guests Present**

Melanie Tennyson; Susan Chapman; Emily Thomas

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### **I. Opening Items**

**A. Call the Meeting to Order** – The meeting was called to order by the Board President at 6:00pm.

**B. Record Attendance and Guests** – The Board Secretary called the roll and a quorum was present.

### **II. Action Items**

**A. Proposed Authorization for Hazard Pay**– The Staff recommends that the Board authorize the use of school funds for a special distribution of hazard pay to employees. Board Member Rogers asked how long is the hazard pay for? Staff advised that it will be a single payment that will be the same sum of money to all employees, and it's in recognition of the hazard of all that been involved and coming in and out of the things with COVID. Board Member Correa noted that in the future it would be helpful to, before we vote on something, get a small summary. Board Member, Jade Brown-Russell offered a motion for approval. Board Member Howard Rogers seconded that motion. The motion carried unanimously with no opposition or abstentions.

**B. Nomination of New Board Member**

Board Member Rogers, in his capacity as Chair of the Governance Committee recommends nomination of Sharon Barthelemy as a board member. Sharon Barthelemy completed the vetting process and the committee believes that she will be a good member for the board. Board Member, Howard Rogers offered a motion for approval. Board Member Jade Brown-Russell seconded that motion. The motion carried unanimously with no opposition or abstentions. The public was given the opportunity to comment on item before the Board voted. No public comment was made

### III. Head of School Report

**HOS Report** – ISL has a current enrollment is 1294 -- Dixon we have 345, uptown 460, and the West Bank, 309 students. Presently, we have been doing enrollment and in the first round of enrollment. It looks like we are going to fill our seats I may have more information about that later in the report too but they go hand in hand and that's really exciting as there are fewer numbers of eligible kindergarteners in that city, right now, and across America in general. Thank you. And Max for increasing enrollment and Andrew in the future because kindergarten, the number of Kindles available kindergarteners is down there. No public schools announced today that kids will go back on Monday. We've been out, you know, for a month and I know, As I mentioned last week we've had individuals on both sides of the fence reaching out to us but many more families, desperate to have their children in school so a lot of families will be happy, come Monday morning, K through eight will come back into our buildings and we will be ready for them. As of January, 25 we have zero employees and zero, students who are positive, and we have two students and one employee who are quarantined that's those numbers are really great. We have been working with Nolan public schools again today we got more information with them about getting our teachers vaccinated. and so I'm feeling cautiously optimistic that that we're moving toward that happening. Each day, we're getting a little closer. State standardized testing is still scheduled for the spring. There is no evidence that children will be allowed to come into the building to test Demeter stay out of the building to test they're staying still that all children need to come in and test. Testing will take place. There are some challenges there. I think I mentioned last week that in the upcoming weeks with the new education secretary, that might change, because it's all tied to federal Every Student Succeeds Act funding, and that Monday there, Louisiana State Accountability Commission me, and they'll be talking about testing there, too. And so, I'll log in to that meeting and see what they have to say. Everything I've heard from. I directly I hear from one of my other heads of school, colleagues that sits on that committee. She says that the superintendent doesn't want to penalize children or schools, um, they're just trying to figure out how to work through all of the red tape and the reporting that the states have to do, to the federal government to make sure that this can go as smoothly as possible, schools get the information they need to be able to help students because standardized testing does give us information and it's just one of the tools we use. And ideally, we'll be able to test students that are eligible to come into the building and be tested get that data and use it to help them and move forward with educating our kids, next year. Um communications and development. We got another \$10,000 grant from pro bono the rec foundation for more shade. We're going to determine where we are going to put that which one of our campuses. We met with the Marcello family and Welch's today who are the custodians of the kindy fund the kindy fund that was a donation that was given to ISS, or some parents along. And then we added some of their PTO funds when that school closed down and those families merged into the type. We have a pretty substantial sum of money, we're talking about building a performance Pavilion. With those dollars we need to make sure we can get permissions. There's like \$50,000 there and like a high shaded area and platform, either at uptown or Dixon camp could put the kindy label on there so we met with them today Carla, Emily and I and so we're trying to move that so we'll have two more shaded outdoor areas. At our school, which will help a lot with the, you know, tremendous heat of the spring and summer that our students and teachers endure doing PE and circus arts, outside the family directory is completed that was a, a bigger project than we thought it would be. But we have over 200 families who now have access to first some emails, and that so that they can communicate with one another, set up playdates and birthday parties and whatever it is they need to do directly, without going through the school and there's no violation of anybody's privacy. I think that's really exciting parents have wanted that for a long time and we

have finally made that happen in keeping with our really strict privacy laws and tend to return we sent out our intent to return form as we do annually and this year, 96.7, or 212, employees indicated that they intend to return for the 2122 school year. That's great news we always have a couple of people who have life you know intervene whether partners job is transferred or something comes up, and they leave us but those are the outliers so we feel really great about going into next year with a stable workforce employees. Health insurance participation is currently at 81% of our employees and 78% of our employee, employees are participating in the retirement plan. Finally, we got more Chromebooks or Mr. Big orders back in December and January the IT department distributed also a number of additional hotspots to families who needed them for this wave of virtual learning. And we talked about in finance committee last week that both the MFP for Jefferson Parish and Orleans Parish went up Jefferson Parish went up significantly \$850 per student Orleans Parish, only about \$50. They said it could be more either way Jefferson Parish had passed a millage out there which increased their collection of revenue. So that has offset. The loss of students that we had this year and so in terms of budget we're breaking even now, as we mentioned in the finance committee meeting, it will be interesting to see how that works. Next year when they start collecting taxes, and there are many fewer I'm not sure that the assessments can off. Set the empty hotel rooms, but that's just my personal aside editorial comments there. But, Jefferson Parish is millage should continue so that's really good news for us, um, the school nurse school's annual audit was completed for people who were at the finance committee meeting car Ingram Riggs was there, and there were no major findings, the probably the. Well, the biggest finding was that the labor certifications for our title one employees, which was something we had always done in the past and it dropped out of our radar, and that it was having people who are play paid with federal dollars, acknowledge that they understand if you are the family liaison, you know that your salary is paid with federal dollars not state MFP and we already have put things in place to make those corrections food service revenue was up in January when the kids came back. Then it dropped again. Two days later, but we anticipate that it will increase. Again, this upcoming week. As I said earlier, the main round application window closes on January 29 for kindergarten and first grade spots but we've already heard from enroll know that we have more than sufficient applications to fill those spots covered vaccine, we're working with another public schools to make sure we have and Children's Hospital thrive and Ochsner to make sure we have things in line. Our renewal visit for our charter annual charter review is on February 3 we don't anticipate that there will be any issues there, they'll come into the building. The next step is to make sure that all of our fire extinguishers have green tags Miss Eva, and they'll pull a few random employee files or spend. They'll ask us some questions and. And that's generally a very nice experience facility search. We visited a couple of properties in December. And as I talked about in strategic planning, everything that we're looking at now would require major renovations and historic tax credits and what that, what does that mean for the school to enter into those large scale construction projects with historic or older buildings versus new buildings and share. Sharing new board member has fallen right into place there. So we'll keep looking. But for now with the anticipated loss in revenue, and potentially decreased EMI. We may need to pause that search anyway and keep our reserve high and dry so that we don't to lay people off there were a couple of articles and advocate this past week talking to some of the big. The two biggest CMOS in town and they're already talking about. Then, how they anticipate having to lay off employees next school year and we've fortunately are not in that position.

#### **IV. Public Comment**

The Board President invited members of the public to address the Board. No public comments made.

#### **V. Closing Items**

A. **Adjourn** – Board Member Rogers made motion to adjourn. Seconded by Board Member Rice. Meeting adjourned at 6:57pm.

# International School of Louisiana Board of Trustees

## Minutes

### Board of Trustees Special Meeting

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#### Date and Time

Wednesday March 10, 2021 at 6:00 PM CST

#### Location

The Board held a special meeting via electronic means due to a declared state of emergency or disaster within our geographic area. Members of the public were able to attend the special meeting by phone or video conference. Members of the public obtained special meeting information, including, but not limited to, the teleconference dial-in information and video conference links, via email from Susan Chapman, Chief of Staff, at [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Members of the public were allowed to submit comments in advance to be read aloud during the public comment period of the meeting by submitting comments via email to [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Requests for other accommodations were available by contacting Ms. Chapman by email.

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#### Board Members Present

Larissa Muetzel, Sharon Barthelemy, Sarah Murphy, Grant Ligon, Max Correa

#### Board Members Absent

Jade Brown-Russell, Chad Rice

#### Guests Present

Melanie Tennyson; Susan Chapman; Emily Thomas; Brandon Ferguson

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### I. Opening Items

**A. Call the Meeting to Order** – The special meeting was called to order by the Board President at 6:02pm.

**B. Record Attendance and Guests** – The Board Secretary called the roll and a quorum was present.

### II. Action Items

#### Proposed Authorization for Facility Purchase

Staff recommends that the Board authorize the Head of School to proceed with purchasing the A.P. Tureaud school facility at 2021 Pauger Street, New Orleans. Staff reported that the AP Tureaud elementary school building, which is in what they call the south Seventh Ward, bounded by Elysian Fields, St Claude, St Bernard, like a triangle, there, was formerly the Homer Plessy building, for people who maybe weren't familiar with that site. It's been empty for about five or six years now. It is the one building that Orleans Parish school board has put up for either long term lease or purchase this year. Orleans Parish school board have always has to give charters the first right of refusal on all of their properties. And so, it's often quick we don't get a lot of advance notice we get, you know, something pops up that's how we got the Dixon building and how we were able to move into Dibert. Anyway, came up, we saw it, took us a couple of tries to get in there and look at it because we always, you know, have our

finger, try to keep our finger on the pulse of any school buildings that are available. Five of us were able to go in and see this school building. And we're actually pleasantly surprised. We didn't anticipate, actually I don't think it, I know, as we were going, that we were going to walk away and go "Wow, you know this is a fabulous location, and a building with really great old bones." The building had been vandalized internally. So it looks much different than the pictures we first saw; people went in, they stripped all that copper out of it. But anyway, so we went, and we were very excited about it. I brought it back, told Max, who's on our who's worked with us on facilities and Grant and the board we went back we looked again. We walked through it with an architect, this time to get their perception and point of view and they, they, too, thought that the building was in really good shape, much better shape structurally than they had anticipated. The architect we brought with us was from Mathis Briere, who had worked on our Uptown renovation. The work that we did to supplement NOLA Public Schools work, they've also done the Encore building they've worked at. They've done work at NOCCA, doing some work for Lycee. They've done a lot of school buildings around the city. Anyway, so they were excited to see what great shape it was in and told us we were not. We weren't, we were right to think that it would be a good school. A good building for a school; it's in good shape, worthy of renovation. We have a couple of ideas for the building we we're not set on one course right now. The first and foremost pre k has come to our minds we've always talked about having pre k have never had this space. Pre k have room requirements and outdoor requirements and a lot of very specialized needs for those young children. There's a tremendous demand in in our city, the state, the country as a whole but in New Orleans in particular for high quality early childhood education. And we would like to be able to step up to the plate and help. Having another building would allow us to do that. Additionally, being an immersion school the earlier we can get kids into immersion, you know, the better. And we are currently the only language immersion school in the city that does not have pre k attached to our program. We believe collectively I, I know the principals and I spoke with Tressa Northington, who is one of our kindergarten teachers who has a doctorate, that she completed in the last couple of years in early childhood education about the opportunities for children when they have early intervention early in pre k four, and C. But really, closer to, I'll come in, you know, I'll come and speak. When she did her research at our school 60% of our students came to us, not kindergarten ready right so she said in her class in particular that year, she had 55% of her students and she said it takes at least the first third of the year just to get as many of those students into the routines of school would like to be in school. foundational skills, and that having pre k four would really allow us to accelerate that learning. The principles in particular Miss Rosie, and I were talking, we all believe that being able to get kids earlier and get them wrapped the wraparound services they need, whether it's speech or occupational therapy those types of services will also help us to help students earlier and accelerate their learning right so not only are we, filling a need for families. Kids Learning, and then there's our personal goal of getting back to being an A rated school and the only way we believe, not the only way but having pre k could significantly impact that if we got two kids earlier and gave them those foundational support that they need. So that's why we're. That's why we love that particular idea. Now how we do that. How we bring pre k in with this building we could do that in a variety of scenarios and I don't know that that's the purpose of tonight's meeting if we are able to purchase the building, I think we could like really drill down into various struck ways we could structure, our different grade levels and have pre k at this school, and use this space to do that. I've talked to with Emily and I have spent time with Mike Dunn, our have done financials our consultant, and he has done projections, based on, last year we felt like COVID was a little wonky this year and so we use last year's projections and we feel like we are financially in a good place to add pre k we met. We meeting, Emily, Susan, and I met with the people at LDOE today - that might be assistant superintendent Taylor the queen of pre K - and got a lot of information about the different types of pre-Ks we could have, whether that's LA4, which comes with dedicated, annually dedicated pre k funding; we could have sliding scale opportunities for families, and we want to make sure we, you know, are still a diverse by design school. So we know more about that and with all of that in mind, using like a half LA4, our students being half LA4 and half of them being sliding scale students we - Mike - did the numbers, and we would still have a small surplus of - he came out with \$85,000 - quick kind of the quick and dirty thing, so we believe it's financially feasible, and we believe that it's a great, great way to use those dollars terms of cost of the building. They're offering it at \$1.2. million. That was the appraised value about two years ago or three years ago. Prior to them removing like every copper pipe and all of the chillers and the wires. I mean they got every infinitesimal scrap of copper they could get out of that building, so I believe that the new appraisal which Orleans Parish school board is required to provide within six months of a date of purchase will be even less, and

that we can make an offer of 85% of their appraisal appraise price but going with the 1.2 million right now, which the architect at Mathis Greer told us thinks is a steal. For that price say, you know, 85% of that as close to a million dollars or something like that. But anyway what I'm here to do tonight is to ask for your authorization to submit a letter of intent to purchase on behalf of the Board and the school. We have the letter from the bank, our bank letting Orleans Parish School Board know that we are financially solvent, and good for the purchase price, and that would move us to the next level of the process and that would be, we'd have to do title searches. And then negotiate, along with negotiating the purchase price and then we do know that some of these really old buildings that were built in New Orleans were built on land that are sometimes they were you know donated and tracks that criss cross and it can take some time to untangle that it's not impossible, but, but I know a couple of schools that have hit at those bumps in the road. I've spent time with Emily and Lee Reed, an attorney who has handled many of these types of projects for other schools, and he is there to help guide us through it, but kind of the big picture. I'm kind of lost in all the details.

Board Member Muetzel made motion to adjourn. Seconded by Board Member Murphy. The motion carried unanimously with no opposition or abstentions.

**See full transcript for board dialogue.**

#### **IV. Public Comment**

The Board President invited members of the public to address the Board. No public comments made.

#### **V. Closing Items**

A. **Adjourn** – Board Member Murphy made motion to adjourn. Seconded by Board Member Correa. Meeting adjourned at 6:31 pm.



# International School of Louisiana Board of Trustees

## Minutes

### Board of Trustees Meeting

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#### **Date and Time**

Wednesday March 24, 2021 at 6:00 PM CDT

#### **Location**

The Board held a meeting via electronic means due to a declared state of emergency or disaster within our geographic area. Members of the public were able to attend the meeting by phone or video conference. Members of the public obtained meeting information, including, but not limited to, the teleconference dial-in information and video conference links, via email from Susan Chapman, Chief of Staff, at [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Members of the public were allowed to submit comments in advance to be read aloud during the public comment period of the meeting by submitting comments via email to [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Requests for other accommodations were available by contacting Ms. Chapman by email.

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#### **Board Members Present**

Jade Brown-Russell, Sarah Murphy, Chad Rice, Grant Ligon, Max Correa

#### **Board Members Absent**

Larissa Muetzel, Sharon Barthelemy

#### **Guests Present**

Melanie Tennyson; Susan Chapman; Emily Thomas; Brandon Ferguson

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### **I. Opening Items**

**A. Call the Meeting to Order** – The meeting was called to order by the Board President at 6:02pm.

**B. Record Attendance and Guests** – The Board Secretary called the roll and a quorum was present.

### **II. Action Items**

A. **NONE**

### **III. Head of School Report**

**HOS Report** – ISL has a current enrollment of enrollment, 1285, and of that number approximately 25% of our students still continue to learn virtually state standardized testing is going to move forward, this spring. All students are going to be required to come into the building and test on campus. He has let us know that Louisiana has chosen that option and that kids are not going to be able to test at home. So, we're currently working on putting our plan into place around how to schedule all of that but we have this space, and we believe that, under our current COVID plan, we can bring students in who have been learning virtually and create their individual learning groups and be compliant with our schools COVID plan, And certainly, but the new CDC guidelines which has eliminated the need for six feet of space.

Yeah, three feet. We should be able to do that fairly successfully it's a lot of moving pieces and parts especially at the Uptown campus where every single student tests. Nobody tests at Dixon. And then over on the West Bank, Mr. Ferguson has grades three through five that test. The other thing that's different this year is that all of our kids are going to test online and years past. ISL and a lot of schools chose to have our third and fourth graders still do a paper and pencil test. Because especially when they're writing they're still thinking you know from brain kind of to hand to pencil but with the on the advent of COVID, kids did a lot more work virtually and on their computers and are much more comfortable using their Chromebooks and technology. So this will be our first year of testing all grades three through eight on the computer without paper and pencil. So that's going to be a very interesting experience for us.

They pushed back testing, the testing window so we will start bringing in kids on May, either fourth or six, and they will test through the month of May. We'll have our older kids test first, because eighth graders need to take the DELE exam which is a Spanish language exam, and that's always right before they have their promotion, their last day of school, so we need to get them tested first, and then three, four and five will be later in the month. This is the latest we've ever tested, which is also kind of nice. When the window got pushed back so that kids teachers have more time to teach, I'd love to see it like this every year but I'm not sure that that'll take place. Right now our French students in fifth and eighth grade are taking the DELF, which is the French exam for non native French speakers, that's happening this week at the Uptown campus, and then the Spanish students will take their exam in May, we're excited to see what those results look like. Brandon Ferguson, who's with us tonight is participating in the School Leadership Center, a citywide school leader development program. They did a, like a half year session for school leaders, and Brandon is was the only one who of us who's in a leadership position who hadn't been through that. I had been through it in the early years and Rosy and Laura had been through one of their programs, and so we have Brandon participating now and that's exciting, that we'll all be alumni of that very successful and important program. Two middle school students were awarded scholarships to Circus Smirkus; one of our former circus artists is now working at college up in Vermont and has established a summer program called Circus Smirkus and offered in Vermont. Yeah, it's, it's a sleep away. Go. Stay in Vermont experience which we're super excited about Miss Meret and her team worked really hard to get the right people who could attend. You know some parents, that's a big, that's a big jaunt if you've never, you know some of our middle schoolers have never spent the night away from home, others you know outside of this city, so. So we have found two families who are excited and willing to take the challenge one is going to drive the student up there, the others going to fly them up and we're working with them to help fundraise so that there aren't any costs associated for those families. So we're really excited about that. We're working on summer school or summer learning opportunities for our kids right now. We've put that out there, to our faculty and staff, everyone who works at the school, and that's the big challenge not just for ISL but for all schools in the city. Earlier this week I was on a call with Dr Brumley, and it was open to all the charter leaders in New Orleans, and we all want to have the experience. You know the state has ESSR dollars that are coming down, but we're all finding that we put it out to our teachers and staff that people are feeling more burned out than usual. People want to travel at our school and go back to their country of origin and see their family. Some of them haven't seen them in almost two years. We found a small window, you know, where we believe we can, we can have a short experience. And so we're working on what that looks like, who we're going to prioritize in that time.

We have talked to our partners right so we're going to talk to TREE and see if we can have - that's the Teaching Responsible Earth Education and see if they can either come in or even we could have kids go potentially to the North Shore and do that experience. We work with Goat in the Road, we work with 21st Century, we work with KidSmart. So, we're going to work with people who have been coming into the school and working with us, but we haven't talked to another school about mixing kids. And it's also for us, trying to... There are there's a competing hierarchy of needs right now, right? So, we're talking about, like, we have 25% of our kids who have not been in our buildings and traditional school classrooms for over a year now. Do we need to prioritize them so they come back in, they have the routines of school, they have all that, like we want to do the social and emotional support for them as well as learning. Then we just have kids who we think, especially younger kids, who need more language because learning virtually has impeded or slowed down language acquisition, right? Their vocabulary might not be as big; they haven't been in a classroom or in the schools speaking the language hearing the language throughout the day like they have. So, we have just competing priorities, and a certain number of staff, and so we're



trying to figure out how to do that. Then we have kids who may need math and kids who may need ELA, so we're working on right now, a way to accommodate the children with the greatest need, in the most efficient way possible. And we know unfortunately with that, we're not going to be able to hit everyone with the staff we have available to us but, but we are giving it much thought. And we surveyed the faculty once, put it out there twice, and now we'll come back and try to get them nailed down, too because they're going to drive the programming by their availability.

Board Member Russell asked from a budgetary standpoint, how does that impact our budget in terms of possibly having, you know, some level of school services during the summer? Staff responded that this year, this year and possibly next year but this summer, it's there. There's plenty of funding for it, and, yeah, and it was such an interesting meeting with the Superintendent, because he had so recently been, I think you know, in Jefferson Parish and in this district. He was like, you know, and so we've got all this money coming, and he was really encouraging us like to throw money at people which we will. But even, you know, all the, the leaders have even some of the big, bigger, CMOs KIPP and Inspire, those things, we're doing, you know, where we want to do that, but that's for the first time ever that isn't incentivizing teachers to want to work because they're just mentally really tired.

Board Member Correa asked if given the bottleneck in the staffing, are we able to actually maybe outsource some of these programs, or does it have to be through the current staff? Staff responded that we're going to work with Community Works, who we already partner with.

**See full transcript for board dialogue.**

#### **IV. Public Comment**

The Board President invited members of the public to address the Board. No public comments made.

#### **V. Closing Items**

A. **Adjourn** – Board Member Russell made motion to adjourn. Seconded by Board Member Correa. Meeting adjourned at 7:03 pm.

# International School of Louisiana Board of Trustees

## Minutes

### Board of Trustees Meeting

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#### Date and Time

Wednesday April 28, 2021 at 6:00 PM CDT

#### Location

The Board held a meeting via electronic means due to a declared state of emergency or disaster within our geographic area. Members of the public were able to attend the meeting by phone or video conference. Members of the public obtained meeting information, including, but not limited to, the teleconference dial-in information and video conference links, via email from Susan Chapman, Chief of Staff, at [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Members of the public were allowed to submit comments in advance to be read aloud during the public comment period of the meeting by submitting comments via email to [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Requests for other accommodations were available by contacting Ms. Chapman by email.

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#### Board Members Present

Larissa Muetzel, Sharon Barthelemy, Grant Ligon, Chad Rice

#### Board Members Absent

Jade Brown-Russell, Max Correa, Sarah Murphy

#### Guests Present

Melanie Tennyson; Susan Chapman; Emily Thomas; Ashley Weiss, Karla Marie Cochran, Brandon Ferguson, Laura Adelman-Cannon, Rosa Alvarado, Carol McCarthy, Katy Heeren-Mueller, Jennifer Hughes, Leslie Schutt, Valiant Cuiellette

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#### I. Opening Items

**A. Call the Meeting to Order** – The special meeting was called to order by the Board President at 6:00pm.

**B. Record Attendance and Guests** – The Board Secretary called the roll and a quorum was present.

#### II. Approval of Minutes

**A. Approve December 2020 Board Meeting Minutes** - Board Member Larissa Muetzel offered a motion for approval. Board Member Sharon Barthelemy seconded that motion. The motion carried unanimously with no opposition or abstentions.

**B. Approve April Finance Committee Minutes** - Board Member Larissa Muetzel offered a motion for approval. Board Member Chad Rice seconded that motion. The motion carried unanimously with no opposition or abstentions.

**C. Approve March Finance Committee Minutes** - Board Member Larissa Muetzel offered a motion for approval. Board Member Sharon Barthelemy seconded that motion. The motion carried unanimously with no opposition or abstentions.

## **II. Action Items**

### **NEW ITEM ADDED:**

The Chair entertained a motion to amend the agenda to consider the selection of this accounting firm to perform 2021 audit and tax return. The motion made by Larissa Muetzel, and was seconded by Chad Rice. The motion carried unanimously with no opposition or abstentions.

A motion was made on the new item to consider the selection of this accounting firm to perform 2021 audit and tax return. The motion made by Larissa Muetzel, and was seconded by Chad Rice. The motion carried unanimously with no opposition or abstentions.

### **A. Appoint New Registered Agent**

Staff recommends that the Board appoint Melanie Tennyson as the registered agent for the school. Board Member Larissa Muetzel offered a motion for approval. Board Member Sharon Barthelemy seconded that motion. The motion carried unanimously with no opposition or abstentions.

### **B. Virtual School**

Staff provide narrative regarding Virtual School for next school year. The academic committee met two weeks ago for a formal meeting and discussed at length, next school year and what it is going to look like, and the team which spans all the three campuses principals. Head of School target language materials coordinator, Susan, who oversees admissions discussed it at length, and we resoundingly believe, based on what we've seen this year that it is in the best interest of the students have them all back in the building. Following Lee went which was last week we went to the directors meeting we talked about that with the entire leadership team, and they were all in agreement to. And so, I just wanted to bring that to the board, not only to your attention, but asked for word approval on that move. Jefferson Parish announced last Friday that all of their kids come back into the building. Lots of parishes are making the same decision no public schools might be a little different because they are, you know 60 independent charter schools or how many there are that reside in Orleans Parish now and it is up to each individual LGA superintendent Bromley supports children being back in school the research around COVID says that schools are safe places and most adults who work in schools are vaccinated, not all. So, we believe that it's in the best interest of the kids and our teachers. It's been a long haul for them with virtual school as well, to have everyone back in the building next year. Staff recommends that the Board approve all students to return to in-person learning next school year. Board Member Ligon made motion to adjourn. Seconded by Board Member Barthelemy. The motion carried unanimously with no opposition or abstentions.

## **IV. Head of School Report**

Staff reminded Board members to file their annual financial disclosure reports by May 15.

ISL enrollment is 1284 We're holding strong there. We have held open sessions for parents, one around the LEAP testing, one was done, fully in Spanish, and the other one was done in English this year. Once again, we were able to do them virtually, and then those meetings were able to sit out on our website for people who couldn't attend, so they could access them so it was one of the, One of the good things we've learned from the pandemic, and were taking away testing will begin on May 6 and ends the 19th Cancer we're looking forward to it but we're prepared for it, and the results of that testing are really informed how we can address some or not. So, all of the students next year at the Dixon campus next year will participate in a pilot program of a kindergarten readiness tool. The program doesn't just evaluate the students, it evaluates teachers, and instructions so it's a very comprehensive tool and we're very excited

about being able to get in on the ground floor of that, and Miss Rosie has looked at it a lot and thinks that there's a lot of opportunity for it to be beneficial for our teachers, and that ultimately will benefit our students. We're going to have a two-week summer learning program, it's coming right along currently it's from June 14th to the 25th. From 730 to 1230 Every day we're prioritizing students who were learning virtually the ICP students as we refer to them and if so, then it will go to students who have demonstrate who came back in January, who were out the entire first semester, then students had learning deficits. But we have a lot more, many more volunteers than we initially had so it looks like we'll be able to add a lot more kids to that two-week session which is exciting to do our buildings reopen for Wednesday instruction, a couple of weeks ago, and now, kids are in are in school in person, five days a week, something really exciting that happened just today, and I quickly added it to the homeschool report is that the lion Center has confirmed that we will be able to have our eighth grade promotion ceremony there. We didn't have that last year for our students and we didn't have a lot of our traditional celebrations, we are not able to invite parents and families, this year due to the limitations of the numbers of people that they can accommodate but the students will go along with that faculty and staff will have this ceremony and we will live stream it on face book and also YouTube so that friends and families can see their eighth graders have that promotional exercise, and while it's not, we're not back 100% I think it will be really meaningful for children, especially, and also their families so that is great news, and our communications and development partner department has made a big push to fill our last at French kindergarten seats so you'll see our advertising and bus shelters streetcar we have a new streetcar ad and we have a couple of electronic billboards and I always find it really exciting, even now after all these years when I'm driving, you know, and on I 10 And I looked up and I see the billboard with comes ISL and our beautiful children's faces up there so you might see some that we Carla and I submitted an application to new schools in New Orleans last week, they're offering grants for additional funding for summer school. And we anticipate receiving some funding to offset the cost of that, in addition to the money that we're getting from the federal government, through the Essers program so summer school should be paid for, and teachers will be paid handsomely. I think for their time, I mean, a lot of teachers are burned out and fatigued wants to travel, but with this two-week window, And this I think this infusion of cash to do it will ultimately make them feel better and appreciated for taking the time out of their summer. Give Nala days coming up May 4 Carla has been sending emails to everyone's bored email inboxes. She's done a wonderful promotion. This year, you can take that email and forward it to your friends, family members everybody random people in your inbox. Though enjoy seeing all the faces of the many faces of our wonderful children, and donors who make a donation of \$50 or more will receive a special gift this year. Operation operations. Emily and I have been working on parts of the budget. So I'm working with Mike so we'll have that ready to go at the May Finance Committee meeting, and for our traditional schedule, we will have the budget hearing on that June 26 board retreat. I want to put a bug in your ear grant and the executive committee and all board members actually that that retreat is coming up. We need to start planning. If we want to have someone come in do any training, look at that now before it gets too late. We can talk about that soon. If anybody has any ideas about things they'd like to hear about board members, let us know we can partner with La PCs. The Louisiana association of public charter schools they have Kevin Gutierrez and Sarah Vandergriff who do great government just general governance, kind of overviews, or if we have a bunch of new folks sometimes it's good just to get back to nuts and bolts, but if there are other issues about charter schools or what we do and how we do it. Let me know what you're interested in, and we can work on making that retreat beneficial for everyone. Employment ladders, returning employees will come out soon within probably the next week, week and a half, and there'll be a universal 2% base increase for full time salaried employees, and as we mentioned in the finance committee, the minimum, minimum wage at ISO has now been increased was \$10 a few years back and now we've raised that to 1250 So we're happy about that. Our annual school culture survey was completed. This year we adjusted it to reflect the times of COVID, and approximately 70% of all employees participated in this survey, and net morale and HR distributes the survey and puts out the summary, pardon me. It's hard to have a cold in times of COVID. It's. We've done it in different ways. This year we grouped, everyone, all three campuses and all faculty and staff together other years we've broken it out. But all that to say approximately 70% of our employees said that they were almost are generally happy with ISO, you know, all of the time so that, that was good, it says that we're, we're good. There are things that we can fine tune and get better at but we don't need to reinvent the wheel or drill down into any real problem areas. We have zero students and zero employees currently identified as positive for COVID or in quarantine. It's been a long time since we could say that.

Board Member Ligon asked whether ISL has to use some special utilization of transport to make sure the kids get here for those important attending the test. Staff noted that we already have transportation in place, and if people were out in ICP we gave them the opportunity to talk to our Transportation Director and have transportation, during that time is the virtual kids have to come in.

## **V. Public Comment**

The Board President invited members of the public to address the Board. No public comments made.

## **VI. Closing Items**

A. **Adjourn** – Board Member Ligon made motion to adjourn. Seconded by Board Member Muetzel. Meeting adjourned at 6:46 pm.

# International School of Louisiana Board of Trustees

## Minutes

### Board of Trustees Meeting

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#### Date and Time

Wednesday May 26, 2021 at 6:00 PM CDT

#### Location

The Board held a meeting via electronic means due to a declared state of emergency or disaster within our geographic area. Members of the public were able to attend the meeting by phone or video conference. Members of the public obtained meeting information, including, but not limited to, the teleconference dial-in information and video conference links, via email from Susan Chapman, Chief of Staff, at [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Members of the public were allowed to submit comments in advance to be read aloud during the public comment period of the meeting by submitting comments via email to [schapman@isl-edu.org](mailto:schapman@isl-edu.org). Requests for other accommodations were available by contacting Ms. Chapman by email.

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#### Board Members Present

Larissa Muetzel, Grant Ligon, Sharon Barthelemy

#### Board Members Absent

Jade Brown-Russell, Chad Rice, Max Correa, Sarah Murphy,

#### Guests Present

Melanie Tennyson; Susan Chapman; Emily Thomas, Ashley Weiss, Melissa Boudreaux, Brandon Ferguson, Rosa Alvarado, Carol McCarthy, Katy Heeren-Mueller, Alexandra Simon, Valiant Cuiellette, Geromy Moore, Andrew Rowland

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#### I. Opening Items

**A. Call the Meeting to Order** – The special meeting was called to order by the Board President at 6:00pm.

**B. Record Attendance and Guests** – The Board Secretary called the roll and a quorum was **NOT** present.

#### II. Approval of Minutes

**A. May Finance Committee Meetings** - No action taken.

#### II. Action Items

**A. Proposed 2021-22 Budget** – No action was taken.

## **B. Louisiana Compliance Questionnaire**

No action was taken due to lack of quorum.

## **IV. Head of School Report**

At all three campuses, each campus has a social and emotional learning component to it as well as a project based learning and arts integration. So we're really looking forward to seeing those kids who've been out back at school and seeing how, how that goes for those two weeks. Where am I on my list? Speaking of those kids who have been out and just kids who need extra support, the leadership team, or Academic Team has really been starting to dig in to our data of I ready and from the achievement network. And hopefully, I didn't mention when I was talking about lead testing. This is the first year all of our students have tested online. And that was a pretty big move. Many, because and years, we felt that fourth grade students were still learning the process of writing and paper and pencil, and that by fifth grade, they will have become familiar enough with keyboarding. And the process of thinking and writing. To be able to do that, well, this year, because kids had been out learning virtually with everybody with their Chromebook. I said, let's try it. And let's see it and how it works. And I was over at the West Bank working on that campus and talking to Brandon who had been a proctor for a leap. And he said that he was so surprised at how well those third and fourth grade students did virtually he was really impressed and excited and thinks that we will move forward. only doing online testing that will that'll be his suggestion when we come back and meet next. And of all schools do that, the amount of time it will take for us to get our leap results will be so much sooner because all the tests will be online. And then the Yes, assessment won't have to be written essays won't have packaged up and map off, you know, the snail mail to get someplace and graded that way. So we're really excited to be able to have the results earlier, we're not guaranteed to have results earlier. But we have fingers crossed. And we're hopeful because there's so much really rich data that comes from those assessments. Sorry, I went down that rabbit hole. So we're, we're digging into all of that where I'm talking about adding new positions to provide some remediation, but acceleration. I'm really trying to be strategic and are thinking about how we can best do that and have been entered a lot of people also to try to find people who are qualified and have that skill set because manpower is important. But we need people who who understand the work we're doing and how to do it. The follow up on that. We talked about Esser at the Finance Committee, which is the education stabilization funds are the acronym for education stabilization funds that are coming down from the fed from the Biden administration. And so the short I'm trying to give a short overview is that there are three allocations. So one has already come and we got that over the course of the past school year. And we spent that on Chromebooks and hand washing stations and all of the water bottles stations and the PP we quickly spent that allocation and were reimbursed all of these funds. I think it's important to note come to us, they're released in installments, and they come as reimbursable allocation. So we talked about where we get this money, we don't actually get the money until we spend the money. So we have to apply for the apply for the funds that have been allocated to us. Or write up a proposed usage that it has to be approved at the state level. And because this is so new, and there's so much money, going to all the different schools, the state is having to actually ask LD, he calls D, the Department of Ed, and it has a lot of questions. And we're all we're all working together and learning a lot about how we spend this money. One of the questions was, how does like what does this look like for kids? So we've gotten recently notification that we have two as installment from S, two and S are three. That's about well, S or two is 726,000. And s or three is 653. So when 3 million and we have until September 2023, and September 30 2024, to spend that money so far, and we will we won't spend all of it. Some of it we will use for



one time expenditures. There's a big emphasis on COVID, the pan dems in general, I think that the world is thinking that this could happen again in the future, and how would we be prepared. So some things are one time expenditures, for example, the outdoor rooms, per more permanent or semi permanent were like at the Uptown campus where we have a wooden deck for lack of a better word, big metal awning, that type of structure. If we could have two of those that we've proposed the usage for two of those at each campus so that we would have rooms where kids can learn, there's a lot of reasons for that kid that doors period. And then to continue serving lunch outside. One of the wonderful things about COVID was that all of our children ate out most of the year. And there were some real benefits to that in terms of lunch service was streamlined. Kids ate more of the food. They were because students weren't waiting in line patiently as they need to get to choose their lunch items. And there was less conflict, for lack of a better word. behavior was much better because kids this lunchtime, they could go they could pick up their grab and go lunch. So all that to say we're excited to be able to use this funding a sizable chunk to have outdoor classroom space for learning as well as to continue a lot more ideally, outdoor lunch and miss. We've talked to Melissa about that if it'll be challenging for her in some ways, but she's up for that challenge to figure out how we can do that. Lots of phonics, materials and all three languages as well as math materials and supplies in all three languages because we'll have more people doing that remediation and acceleration. Math has, especially middle school math, with the new math standards has been somewhat of a challenge. It is our biggest challenge. And we have been using the Eureka math curriculum across all grade levels. For the past few years. We've had great success with the early grades. Rosie and Brandon. were sharing their a met the latest benchmarks for that with us the early grades and kids are very successful Laura too but Middle School, it just nosedives. We thought we were alone in that and come to find out. There is a national trend where you Rica is not not what they thought it was going to be in middle school. So we're looking at the I ready math curriculum. And so that would be a pretty big one time purchase along with multiple years of training. If it's approved, and if we all decide, can commit that the administrative staff has talked about that, but we need to talk more with our teachers, they've looked at it, but sometimes you fall in love with you first see it and, you know, kind of second or third glance, you find some issues. So those are some one time and ongoing purchases, we're looking at setting up funds for counseling services for our staff, we know that this has been a really hard year, and life is hard teaching is hard. So wouldn't it be great if we could have songs helps individuals who want or need counseling or therapeutic services. We have money in there for additional intervention positions at each campus, that will be spent over three years with this, a good chunk of the money is going to go to 21st century up we partner with for summer learning and after school care, so they can expand the numbers of kids that they can take under their grant. We're trying to double that. In addition to that, we'll have an after school, academic component and the target language that will push into their after school programming. And we're working with Chandler and Tony, to work through the logistics of additional social and emotional support. First sense that's a big one, we done the second steps learning program, but we push more of that in the center for restorative approaches. Lots more PD without all staff had been trained. Early on, when Troy started that program, and restorative practices really new and excited everybody trained for over a year, we trainers. And now it's time to retrain some trainers and get make sure all of our teachers get that report. So these funds came at a really good time for that more Chromebooks and laptops we're at. We're at one to one right now. But their machines break. Adult and children alike sometimes drop and break them. And we always, you know, want to keep them our technology new and plentiful standing desks and other assistive technology. We have had two classrooms in the past where every desk is either a standing desk or a rocking chairs, big, big bouncy balls, you know that people sit on up all kinds of adaptive technology for students and we are going to take this opportunity instead of just having those model classrooms. We've distributed the school but we're going to use these sources, resources to maximize the amount



of assistive technology we have for kids to help them learn monies for parent PD family engagement through the roots connected program. We've partnered with our faculty and staff and I'm meeting with Saba tomorrow to talk about having another strand specifically for families that the school can pay for so there's access or everyone without any barriers there and I hope that we're able to work that out. Improved air quality systems, that's a chunk of money. They're all cleaning out all of our ducts. We did that once a new filters upgrading pieces and parts of our chillers I don't really understand it all but a Viva and Emily explained it to me and at the time, it all made absolute sense. And then some of the funds will also go to our summer did receive some money a generous grant from New School. New Orleans. And that will offset a portion of the summer experience. But then we'll also use these funds. So if all of the things I mentioned came about, that would be about 1.5 million, which is actually more than the initial allocations that we received. And so we fill out an application called that super app, or it's through our eg mF system, we will do that. Or we have, we've actually done that, and we'll wait for it to come back. We always have to add here and there, not a lot. But there are always a few things that need to be missed due to the barriers here. And then once we know that, by August or September, I'll have a really definitive list of things that the money is spent on and how we're going to expend that money. Over time, we'll get more sometime in the we have received no schedule for that money. But of course, we'll let you know. So, the per pupil allocation that we're about right now is about 1099, about \$100 per pupil, that would be that specific impact to our MFP. And we'll spend that over like the next 18 months. So that is S and it really it's just been it's been a really amazing opportunity for school leaders all over the country, you know, here in the city, I know we're all really about it and talking to one another and really working to share ideas and strategies for using the money and ways that we hopefully get information from the Department of Education where someone has proposed a creative view and it's approved. So that's being shared very quickly amongst all school leaders, or the school leaders, I think and NOAA public schools and the type twos to make sure that everybody is able to use the money as quickly and as successfully as possible to help kids which is which is a wonderful feeling, because we're all in it together. Communications and development this year is give Nola day raised over \$16,000. And big shout out to Carla Vanessa and all her volunteers and her team and everyone that contributed. Karla worked really hard to make it a fun event and reach those people who had the resources to give without making people who couldn't at this difficult time feel bad. And I think she did a really good job there as always, and I mentioned we had got money from new schools in New Orleans, we got a \$20,000 grant from them. Our budget has been presented put together the draft, we presented it to the board at the last finance committee meeting or the last week, and it's on the website, you can come to the school and review it. There is a surplus there. We talked a little bit about it. That surplus can go toward we didn't talk much about this at the meeting. But the legislature has been talking about additional pay raises for teachers. We have a 2% pay raise and our budget already. If this is if the legislature passes the pay raise, rather than saying Well, we've already budgeted that these funds and other funds in the budget could go just support. I said that backwards. Sorry, my brain is working. So we would get the additional money from the legislature and then we would still use these funds to offset the raise that we have in there so people would only receive more money. That's weird. All our employment letters have been returned 93.4% of all ISO employees are coming, have signed in, they're coming back before this upcoming school year. And we're really excited the state has when you went buy something with state money. In the past, you can't just decommission it, you can't throw it away, you have to bring it all back to Baton Rouge, and it's stored in a warehouse someplace or something. Well, the folks in Baton Rouge Andrew, when he was director of it found out for us, and I'm sure they're now talking about it, too. And Ashley, will hear more about what we're going to do with all of this technology that kids are using now. They said instead of sending laptops back and putting them in a warehouse in Baton Rouge, you know, some are piling up. Why don't schools just give them to students when they leave,

right. So if they're toward the end of life, which ours are ours or our Chromebooks are not have not exhausted their lifespan, but we were able to take our oldest Chromebooks that would soon be going off into a warehouse in Baton Rouge, or somewhere and give each age grader a Chromebook when I left ISIL. And that feels really terrific. Because while some of our kids have access, you know, to fancy, we're not so fancy technology at home, a lot of our kids didn't have it. And now we're confident that every student that goes to high school goes there with a device, right so that they're, they're set up in that way for success. So thanks, LD E. That was a really, I think, great way to solve this problem. Our annual school culture survey results were shared with staff. These are some of the highlights that apply to all. Like generally broad things. 93% of all employees reported that they are generally satisfied with ISO 99% indicate that the school community is driven by a commitment to make a positive difference in the lives of students in their 87% felt that the school has been supportive of the COVID pandemic. And 96% of employees believe the school fulfills its mission to provide a challenging education emphasizing language emergent International, where awareness celebration of diversity and community responsibility. So those we were we were all very pleased. I think they speak for themselves. These numbers speak volumes as of May 25. We have no students or staff who are positive for COVID. And no students, our staff who were isolated or quarantined. And we haven't had a new case amongst our school community, our kids and teachers and staff since April 23rd. So it's been a whole month that in kids and teachers and administrators have all been COVID. Free. That's really, that's really exciting for everyone to think about how that's how that it's shifting. Emily and I hsnct have been working together researching parental leave of the parental leave policy, one of our employees is going out to have a child and was reviewing the parental leave policy and wrote to us sharing her thoughts about you know, what we have, which is a school pays for short term disability for all of our employees, and traditionally our families have used that when they're having a child. But, you know, they made some, they made some very good points. And I took it under consideration. And so we're doing research and talking to other school leaders and developing a policy that we will present the board most likely at the June retreat to beef up and improve that parental leave. We both feel strongly that that is an area that we could improve and since the vast majority of our employees are women of childbearing age that we could do better around.

We hosted a virtual community event featuring the local writer and historian Sarah shinier, who spoke about the intersections of black and Francophone history in New Orleans. I attended them. Chapman, who's deaf, and Carla Cochran had the idea and hosted it and put it on. And I thought it was really terrific. Not as well attended as we would have liked, I think there were maybe 15 people there. But the people who were there were very much engaged and wanted more. And I think we'll continue to do more programming like that, for our families. No lapse, no public schools is in the midst name changes for their school buildings that are currently named after up owners, or people who participated in anti-civil rights activities. And I was in that meeting yesterday, because we have the Andrew Jackson building, which is on the list, and I wanted to see what names they were the head present. Initially three names and I can't remember what the initial Well, the initial ones were.

I think it's important for our community to know and just kind of FYI year when we first into that building, Mr. Wilson, who was head of school, then wanted to cover that up with a banner that, you know, wanted to cover up Andrew Jackson at the top with a banner that said, International School of Louisiana, and at that time, no public schools are, wouldn't let us do that. Like we had to keep that name. And I just think that's ironic and interesting now that we'll finally be able to change that. And the fun fact of this month, this year ISIL had 21 employees who enrolled their children as students at our school. And that has always been a point of pride for us. I think it's Things are changing in New Orleans to 15 years post Katrina and public school action is getting

better. But I still know school leaders who chill and do not attend their schools or teachers who work in schools, but don't send their children to the places they work. And I think that the people who work so their children attend school there. And it talks about commitment to the school, their comp, you know, their buttons in the quality education, but it also I should be reassuring, I hope to every who, from the outside funding their kids in my say outside is non employees that the people who work there are going to ensure Not only this, you know, the safety and well-being and the quality of education for their everyone they want, you know that level to be at a standard that is the highest it can possibly be because we know that parents want the best for their children. Right. So that's that I think, looking forward, we need to all just be aware that the governor has yesterday lift asked mandate for schools at the end of the semester. So he's saying, I don't know, he needs at the end of the school year, the end of the semester, meaning whenever that is for any schools, I interpret it by going through the end of the tschool year on the calendar, which would be June 30, you know, when our COVID policy would end. But that's something that we'll need to discuss about what does that look like moving forward next year.

## **V. Public Comment**

The Board President invited members of the public to address the Board.

Christopher Holder – could not be heard due to technical issues.

Kelly Smith – Discussed a parent engagement meeting that the Louisiana Department of Education is focusing on parent engagement moving forward.

Christopher Holder – Teacher who discussed personnel issues at the Dixon Campus.

Jeremy Moore – A parent that made comments in support of Mr. Christopher Holder, music teacher at Dixon campus.

Jesse Thompson - A parent that made comments in support of Mr. Christopher Holder, music teacher at Dixon campus. Noted that the teachers have warmed our hearts again and again, while we await the administration to deliver on their sales pitch of community and inclusivity.

Unknown Commenter – Requested Board minutes and asked where absent Board members were.

Katie Mueller - A parent that made comments in support of Mr. Christopher Holder, music teacher at Dixon campus.

Lema Giangrosso (sp) - A parent that made comments in support of Mr. Christopher Holder, music teacher at Dixon campus.

## **VI. Closing Items**

- A. **Adjourn** – No quorum. Meeting adjourned at 7:15 pm.

# Cover Sheet

## Louisiana Compliance Questionnaire

<b>Section:</b>	IV. Action Items
<b>Item:</b>	B. Louisiana Compliance Questionnaire
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	LA Compliance Questionnaire.pdf

**LOUISIANA COMPLIANCE QUESTIONNAIRE  
(For Audit Engagements of Charter Schools)**

5/17/21 (Date Transmitted)

Postlethwaite & Netterville (CPA Firm Name)

One Galleria Boulevard, Suite 2100 (CPA Firm Address)

Metairie, LA 70001 (City, State Zip)

In connection with your audit of our financial statements as of 06/30/2021 and for July 1, 2020 – June 30, 2021 (period of audit) for the purpose of expressing an opinion as to the fair presentation of our financial statements in accordance with accounting principles generally accepted in the United States of America, to assess our internal control structure as a part of your audit, and to review our compliance with applicable laws and regulations, we confirm, to the best of our knowledge and belief, the following representations. These representations are based on the information available to us as of July 15, 2021 (date completed/date of the representations).

**PART I. SCHOOL PROFILE**

1. Name and address of the charter school.

International School of Louisiana  
1400 Camp Street  
New Orleans, LA 70130

2. List names, addresses, and telephone numbers of school officials. Include members of the governing board, chief executive and fiscal officer, and legal counsel.

See attachment.

3. Period of time covered by this questionnaire.

July 1, 2020 – June 30, 2021

4. Identify the charter school type and the parties to the charter.

Type 2 – Board of Elementary and Secondary Education

5. Briefly describe the public services provided.

Education of K – 8<sup>th</sup> grade students through language immersion (French and Spanish)

6. Identify the expiration date of current charter.

June 30, 2025



## LEGAL COMPLIANCE

### **PART II. ADMINISTRATION**

7. It is true that no member of the governing or management board has received any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such board (R.S. 17:3991(A)(1)(b)). **Yes**
8. All members of the governing board and all school administrators meet the qualifications prescribed by the charter school agreement [R.S. 17:3991(B)(10)]. **Yes**
9. Our actual management and accounting practices comply with those prescribed by the charter agreement [R.S. 17:3991(B)(16)]. **Yes**
10. It is true that the school has maintained the types and amounts of insurance coverage specified by the charter agreement [R.S. 17:3991(B)(18)]. **Yes**
11. The school is not affiliated with any religion or religious organization or institution [R.S. 17:3991(E)(1)].

Yes [  ] No [  ]

### **PART III. STUDENT ADMISSIONS**

12. Student admission requirements, if any, include a system for appropriate admission decisions and the requirements have been applied on a consistent basis [R.S. 17:3991(B)(3)]. **Yes**
13. It is true that all students reside within the jurisdiction of the school as described in the charter agreement [R.S. 17:3991(C)(1)(a)]. **Yes**
14. The student application period is not less than one month nor more than three months [R.S. 17:3991(C)(1)(b)]. **Yes**
15. No students, other than those enrolled in the preexisting school, if applicable, or those who attended the charter school in its previous year of operation, or the siblings of students who attended the charter school in its previous year of operation have been given preferential admission or have been admitted during the application period [R.S. 17:3991(C)(1)(c)(i) through (iii)].

Yes [  ] No [  ]

### **PART IV. INSTRUCTIONAL STAFF**

16. The charter school has employed instructional staff who have at least a baccalaureate degree and who are subject to all provisions of state law relative to background checks applicable to the employment of public school personnel [R.S. 17: 17:3991(C)(6)].

Yes [  ] No [  ]

### **PART V FIXED ASSETS**

17. Yes, as a Type 4 charter school, if applicable, we have maintained records of fixed assets that clearly identify those assets belonging to the local school board [R.S. 17:3991(H)]. **Not applicable**
18. Yes, as a Type 1, Type 2, Type 3, Type 3B, or Type 5 charter school, if applicable, we have maintained records of fixed assets that clearly identify those assets acquired with public funds, which, if the school ceases to operate, become the property of the chartering authority [R.S. 17:3991(H)]. **Yes**

19. The charter school, regardless of type, has maintained records of fixed assets that clearly identify those assets which were acquired with private funds and which remain the property of the nonprofit organization [R.S. 17:3991(H)].

Yes [  ] No [  ]

**PART VI COUNT OF STUDENTS**

20. It is true that the student count reported to the local school board or the Louisiana Department of Education, as applicable, represents the actual number of eligible students enrolled in the charter school as of October 1 of the funding year [R.S. 17:3995(A)(1)].

Yes [  ] No [  ]

**PART VII OPEN MEETINGS LAW**

21. We have complied with the laws pertaining to open and public meetings (R.S. 42:11 through 42:28).

Yes [  ] No [  ]

**PART VIII PUBLIC RECORDS ACT**

22. It is true that we have complied with the laws pertaining to public records (R.S. 44:1 through 44:39).

Yes [  ] No [  ]

**PART IX PUBLIC BID LAW**

23. It is true that we obtained bids for any erection, construction, alteration, improvement, or repair of a public facility or immovable property (R.S. 38:2211 through 38:2259).

Yes [  ] No [  ]

**PART X CODE OF ETHICS LAW FOR PUBLIC OFFICIALS AND PUBLIC EMPLOYEES**

24. It is true that no employees or member of the governing or management board have accepted anything of value, whether in the form of a service, loan, or promise, from anyone that would constitute a violation of R.S. 42:1101-1124.

Yes [  ] No [  ]

25. It is true that no member of the immediate family of any member of the governing or management board of the charter school has been employed by the charter school under circumstances that would constitute a violation of R.S. 42:1119, except as applies to any person employed by the charter school prior to August 15, 2003.

Yes [  ] No [  ]

**PART XI STATE AUDIT LAW**

26. We have had our financial statements audited in a timely manner in accordance with R.S. 24:513..

Yes [  ] No [  ]

27. We did not enter into any contracts that utilized state funds as defined in R.S. 39:72.1 A. (2); and that were subject to the public bid law (R.S. 38:2211, et seq.), while the agency was not in compliance with R.S. 24:513 (the audit law).

Yes [  ] No [  ]

**PART XII GENERAL**

28. It is true that the actual operations of the school agree with those specified in its approved charter (See Charter).

Yes [ X ] No [ ]

**PART XIII ISSUERS OF MUNICIPAL SECURITIES**

29. It is true that we have complied with the requirements of R.S. 39:1438.C. **Not applicable**

Yes [ ] No [ ]

**PART XIV REPORTING**

30. We have complied with R.S. 24:513 A. (3) regarding disclosure of compensation, reimbursements, benefits and other payments to the agency head, political subdivision head, or chief executive officer.

Yes [ X ] No [ ]

The previous responses have been made to the best of our belief and knowledge. We have disclosed to you all known noncompliance of the foregoing laws and regulations, as well as any contradictions to the foregoing representations. We have made available to you documentation relating to the foregoing laws and regulations.

We have provided you with any communications from regulatory agencies or other sources concerning any possible noncompliance with the foregoing laws and regulations, including any communications received between the end of the period under examination and the issuance of this report. We acknowledge our responsibility to disclose to you, the Legislative Auditor, the Louisiana Department of Education, and the applicable state grantor agency/agencies any known noncompliance that may occur subsequent to the issuance of your report.

_____	Secretary_____	_____	Date
_____	Treasurer_____	_____	Date
_____	President_____	_____	Date



# Cover Sheet

## 2021-2022 Budget

<b>Section:</b>	IV. Action Items
<b>Item:</b>	C. 2021-2022 Budget
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ISL-2021-22-Consolidated-Budget-SUmmary.pdf



## **FY 21-22 Budget Overview**

- Budgeted surplus of \$246,190

### **Revenue Assumptions**

- Projected enrollment – total 1,256 students
  - Uptown 612 students
  - Westbank 307 students
  - Dixon 337 students
- MFP per student - \$10,907 plus foreign associates
- Federal grants – used Super App allocations for next year
- ESSER II and ESSER III grants assume will be used for additional facilities costs
- There will be no “paid” meals – all meals will be funded by Child Nutrition Program

### **Expense Assumptions**

- Staffing – total 213 employees
  - Uptown 87.5 FTEs
  - Westbank 49.0 FTEs
  - Dixon 63.25 FTEs
  - CMO 13.25 FTEs
- Employee Benefits include group insurance, retirement and workers comp – assumed modest increase in premium & full participation
- Professional services decreased slightly from prior year due to some one-time costs in FY20-21
- Management fee 14% of MFP revenue
- Property/facility costs does not include any significant facility upgrade costs for any campuses
- Busing costs increased based on returning to normal routes
- Insurance decreased as enrollment decreased
- Materials & Supplies, including food purchases, returns to normal purchasing patterns
- Equipment–Facilities includes additional facilities cost using ESSER II and III funds
- Miscellaneous includes 0.25% MFP fee, student activities, dues

## International School of Louisiana - Consolidated

FY 2021-22 Budget

## Revenue &amp; Expense Summary

Updated:

5/17/2021

	FY 2021-22 Budget			FY 2020-21 Revised Budget
Projected Enrollment	1256			1300
	Campuses	CMO	Total ISL	Total ISL
<b>Revenue:</b>				
MFP revenue	\$ 14,250,859	\$ -	\$ 14,250,859	\$ 14,034,730
Title I revenue	\$ 427,699	\$ -	\$ 427,699	\$ 460,797
Title II revenue	\$ 72,032	\$ -	\$ 72,032	\$ 76,238
Title IV revenue	\$ 33,870	\$ -	\$ 33,870	\$ 33,942
DSS revenue	\$ 14,250	\$ -	\$ 14,250	\$ 34,763
IDEA B revenue	\$ 229,575	\$ -	\$ 229,575	\$ 212,291
ESSER II	\$ 726,660	\$ -	\$ 726,660	\$ 498,331
ESSER III	\$ 652,790	\$ -	\$ 652,790	\$ -
Food revenue - federal	\$ 610,623	\$ -	\$ 610,623	\$ 271,530
<b>Total Federal &amp; State Revenue</b>	<b>\$ 17,018,358</b>	<b>\$ -</b>	<b>\$ 17,018,358</b>	<b>\$ 15,622,622</b>
Private Contributions	\$ -	\$ 43,800	43,800	\$ 43,800
Other Revenue				
Supply fees	\$ -	\$ -	-	\$ -
Enrichment fees	\$ -	\$ -	-	\$ -
Before/after care fees	\$ 75,000	\$ -	75,000	\$ -
Interest Income	\$ -	\$ 58,000	58,000	\$ -
<b>Total Revenue</b>	<b>\$ 17,093,358</b>	<b>\$ 101,800</b>	<b>\$ 17,195,158</b>	<b>\$ 15,666,422</b>
<b>Expenses:</b>				
Salaries	\$ 8,223,066	\$ 1,025,851	9,248,917	\$ 9,077,097
Employee Benefits				
Payroll taxes	\$ 675,206	\$ 81,538	756,744	\$ 743,370
Other employee benefits	\$ 1,803,333	\$ 150,018	1,953,351	\$ 1,646,771
Purchased professional services				
Instructional	\$ 473,661	\$ 28,845	502,506	\$ 531,326
Admin	\$ 19,000	\$ 315,935	334,935	\$ 387,277
Management fee	\$ 1,995,120	\$ (1,995,120)	-	\$ -
Facilities	\$ 15,700	\$ -	15,700	\$ 69,200
Technology	\$ 51,587	\$ 5,651	57,238	\$ 60,237

**International School of Louisiana - Consolidated****FY 2021-22 Budget****Revenue & Expense Summary****Updated:****5/17/2021**

	<b>FY 2021-22 Budget</b>			<b>FY 2020-21 Revised Budget</b>
<b>Projected Enrollment</b>	<b>1256</b>			<b>1300</b>
	<b>Campuses</b>	<b>CMO</b>	<b>Total ISL</b>	<b>Total ISL</b>
Food service	\$ 8,575	\$ -	8,575	\$ 19,310
Purchased property services	\$ 464,433	\$ 43,648	508,081	\$ 481,583
Utilities	\$ 190,550	\$ -	190,550	\$ 188,150
Student Transportation	\$ 433,750	\$ 900	434,650	\$ 220,900
Insurance	\$ 261,671	\$ 23,716	285,387	\$ 361,710
Other purchased services	\$ 55,738	\$ 37,645	93,383	\$ 116,938
Materials & supplies:				
Instructional	\$ 202,673	\$ 8,500	211,173	\$ 394,326
Admin	\$ 1,500	\$ 8,850	10,350	\$ 15,350
Facilities	\$ 147,830	\$ 1,700	149,530	\$ 226,140
Transportation	\$ -	\$ 150		
Technology	\$ 53,179	\$ 19,258	72,437	\$ 206,817
Food service	\$ 429,718	\$ 250	429,968	\$ 45,580
Textbooks/workbooks	\$ 60,160	\$ -	60,160	\$ -
Equipment				
Instructional	\$ -	\$ -	-	\$ -
Admin	\$ -	\$ -	-	\$ -
Facilities	\$ 1,379,450	\$ -	1,379,450	\$ -
Technology	\$ -	\$ -	-	\$ -
Food service	\$ 14,000	\$ -	14,000	\$ -
Miscellaneous	\$ 123,837	\$ 108,046	231,883	\$ 204,968
<b>Total Expenses</b>	<b>\$ 17,083,737</b>	<b>\$ (134,619)</b>	<b>\$ 16,948,968</b>	<b>\$ 14,997,050</b>
<b>Operating Surplus/(Deficit)</b>	<b>\$ 9,621</b>	<b>\$ 236,419</b>	<b>\$ 246,190</b>	<b>\$ 669,372</b>

# Cover Sheet

## 2021-22 Meeting Schedule

**Section:** V. Discussion Items  
**Item:** A. 2021-22 Meeting Schedule  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 21-22 Board Meeting Dates (DRAFT).pdf

**International School of Louisiana**  
**Board of Trustees**  
**2021-2020 Meeting Dates (DRAFT)**

*Unless otherwise noted, all meetings of the full Board are on Wednesdays at 6 pm.*

August 25, 2021

September 22, 2021

October 27, 2021

December 8, 2021

January 26, 2022

March 23, 2022

April 27, 2022

May 25, 2022

**Annual Retreat**

Saturday, June 25, 2022 9 am

TBD: Committee meeting schedule

# Cover Sheet

## New Schools for Baton Rouge Feasibility Study

**Section:** V. Discussion Items  
**Item:** C. New Schools for Baton Rouge Feasibility Study  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** \_Draft\_ ISL Feasibility Study Report - Google Docs.pdf

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# International School of Louisiana Feasibility Study

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February - April 2021

Susan Chapman  
Chief of Staff  
International School of Louisiana

Kara Maggiore  
Senior Director, Strategy+Innovation  
New Schools for Baton Rouge



## Table of Contents

1. [Study Objectives + Work Plan](#)
2. Key Questions
  - a. [Community Engagement + Demand](#)
  - b. [Key Stakeholder Engagement](#)
  - c. [Governance](#)
  - d. [Policy](#)
  - e. [School Model](#)
  - f. [Talent](#)
  - g. [Operations + Financial Support](#)
  - h. [Facilities](#)
3. [Study Conclusions](#)

## STUDY OBJECTIVES + WORK PLAN

Once senior leadership from New Schools for Baton Rouge and a partner organization have completed and 'signed off' on the 'partnership disclosure' phase of the diligence process, they enter the feasibility study phase. This approximately 90-day window allows Excellence Fund candidates to explore the feasibility of expanding their impact through opening a high quality school in Louisiana and doing so according to the identified desired timeline during pre-diligence.

NSBR serves as a strategic thought partner as the school operator delves into answering key questions. The Candidate allocates a project manager to lead this work; engaging both executive leadership from the school and senior leadership from NSBR for consultation.

Specifically, International School of Louisiana (ISL) is exploring a K-8 school launch in Baton Rouge.

ISL identified Susan Chapman, Chief of Staff, as the project manager to lead the work in coordination with Kara Maggiore, Senior Director of Strategy and Innovation at NSBR. Ms. Chapman and Ms. Maggiore crafted and adhered to the work plan linked below to maintain momentum on the study and ensure all stakeholders relevant to the study were able to participate. ISL and NSBR team members met every 1-2 weeks from February to May to reflect on and discuss the study's key questions and any other relevant information related to the expansion of ISL's impact in Louisiana.

### Related Documents + Feasibility Study Questions:

→ [ISL - Feasibility Study Work Plan](#)

→ Questions:

- Who is the project manager who will lead this work? (This person needs to have sufficient time allocated to focus on working through these questions.)
- How frequently will they meet with the school's growth/expansion working group, including the organization's leader, to share key updates and gather answers to focus questions? (Every 2-3 weeks recommended to ensure alignment.)
- This person will also schedule a check-in with NSBR and a working group every 30 days (at minimum) to align on key concerns and challenges as well as probe on Baton Rouge specific context. (Bi-weekly check-ins recommended with NSBR Senior Director of Strategy and Innovation between larger group meetings.)

## COMMUNITY ENGAGEMENT AND DEMAND

ISL leadership was engaged by New Schools for Baton Rouge to discuss regional expansion opportunities due to ISL's unique immersion model and excellent academic results. In exploring the launch of a K-8 brick and mortar school in Baton Rouge, ISL is responding to two distinct needs in our education community. First, access to language immersion programs in the capital area is limited to selective admission magnet schools or private schools with costly tuition. Additionally, Baton Rouge and the Capital Region have long suffered from a lack of access to high quality schools.

As addressed in the Baton Rouge Context slides linked below, Baton Rouge has created a tale of two cities -- one for those able to access private and magnet schools and one for those left to contend with poor performing neighborhood schools. The City of Baton Rouge currently only has two high quality options for full language immersion starting in kindergarten. Baton Rouge Foreign Language Academic Immersion Magnet is a selective admission magnet school that has yearly application numbers far exceeding available seats; Baton Rouge International School is a private, selective admission school whose annual tuition is approximately \$11,000 per child for PK-12 families.

In contrast, ISL would be open enrollment for grades K-1 while for admission into grades 2-8 students would have to take a target (French or Spanish) language assessment. It would be the only open enrollment immersion school for kindergarten and first grade families in Baton Rouge and, as a Type 2 charter, could expand its impact to families living in neighboring parishes also lacking access to quality immersion programs. For example, approximately 40% of students enrolled in ISL's schools located in New Orleans are residents of Jefferson Parish.

Not only does ISL's model produce excellent results for students, but the difference the schools are making in creating culturally literate and globally-minded citizens regardless of student demographics has created an outsized demand for their schools. Below is a chart demonstrating the demand for ISL's schools across the Greater New Orleans region in years that ISL has participated in the OneApp system.

Year	# of Applications (open seats)	Total Enrollment
2020-21*	1,362 (235 open seats)	1311
2019-20	2,021 (235 open seats)	1401
2018-19	2,081 (235 open seats)	1405

2017-18	1,166 (235 open seats)	1402
2016-17	1,316 (235 open seats)	1463
2015-16	1,819 (235 open seats)	1385

\*ISL opted out of round 2 of the OneApp process.

ISL has an experienced, mission-aligned, in-house team that coordinates and manages all Marketing and Public Relations strategies and works with community organizations and advertising agencies to educate the public on ISL's value proposition and recruit students. Karla Cochran, who has been with ISL since 2008, acts as the Director of Communications and Development and is responsible for overseeing all communications and development functions of the organization, including public relations, marketing, advertising, fundraising, grants, and communications management. Ms. Cochran ensures information is shared across campuses in a consistent manner. Externally she engages with the media and press and leads fundraising, grant, event efforts across ISL. In support of expansion to Baton Rouge, it will be necessary to add a member to Ms. Cochran's team that will be dedicated to Baton Rouge operations.

ISL's community engagement and recruitment efforts balance informing about and celebrating school choice while also highlighting the unique value add of ISL's full immersion program. Through lessons learned after a failed launch in Jefferson Parish, ISL has been more intentional in how it introduces its model to families and places itself as an organization in the broader context of school choice in Louisiana.

Marketing efforts have included a robust annual strategic marketing plan executed during the application period -- typically October to May -- to attract diverse applicants. This plan has included printed material, e-newsletters, signage, as well as the use of billboard, streetcar, and bus shelter advertising, and radio ads in English and Spanish. Open Houses are scheduled at multiple ISL locations. If local health conditions prohibit in-person gatherings, these events transition to a virtual platform and are available on the school's website for viewing on-demand. Social media is used to hold virtual tours as well as information and Q&A sessions.

Establishing good relationships with local neighborhood organizations has also been productive for ISL in building community presence and supporting recruitment efforts. It is recommended that ISL engage relevant community organizations and grassroots/grassroots influencers early in the launch process (16-18 months out) in raising awareness of its school model among families and building relationships in



## NSBR Feasibility Study Report

the community. Once a location for the school is determined, ISL Family Liaisons will also engage with neighborhood organizations and surrounding Preschool and Head Start programs.

ISL will inform current families of expansion opportunities and ask for their support in engaging Baton Rouge families around what ISL’s immersion model can mean for their student(s) and families. Current families will also be used to advocate for ISL and promote the model among their personal and professional networks. The organization must be intentional in this because parent access to the school model is limited to ensure the immersion barrier is not broken.

While Baton Rouge and the broader region are familiar with immersion and high performing charters, one barrier ISL may face in promoting its school model is addressing parents’ early concerns about where their student(s) will attend high school as ISL only serves students through 8th grade. The table illustrates where past ISL students have enrolled in high school.

Selective Public School*	Orleans Parish Public Charter School	Other Parish or State Public School	Private/Parochial School
30%	33%	15%	22%

\*This includes language immersion high schools.

To address this concern, it is recommended that ISL include alumni stories in its recruitment outreach to highlight the varied paths to success -- in high school, college, and beyond -- that have been available to its students due to their language immersion and academic programming . In fact, ISL currently employs four alumni as teachers in its New Orleans schools. Helping parents to envision their student(s)’ future will aid in assuaging fears around accessing high quality high school options.

NSBR’s primary enrollment support for schools is through the now NSBR-run EnrollBR platform. NSBR believes a single school choice window is good for families and makes access to quality schools more equitable. A single school choice window means:

- Families receive multiple reminders to make a proactive school choice
- Families are able to apply to more school options during a single application window
- Consolidated marketing efforts can better reach underserved families
- Schools of choice benefit from a consolidated marketing campaign
- Individual school efforts will reach a “primed” audience
- Consolidated reporting can also provide better market-wide trend data, allowing for more responsive tactics

With EnrollBR, unlike other common applications like New Orleans' OneApp, schools will be able to maintain their own waitlists and run their own lotteries. Throughout the Pandemic, NSBR sponsored additional virtual programming for families to learn more about participating schools and continues to be adaptable to unique circumstances affecting recruitment and enrollment efforts.

### Related Documents + Feasibility Study Questions:

→ [Baton Rouge Education Context Slides](#)

→ [SY20-21 Enroll BR Launch Slides](#)

→ Questions:

- With whom have you spoken with in the Baton Rouge community that leads you to believe that this school is something that is desired in and will be beneficial to the Baton Rouge education ecosystem and the broader community?
- What concerns exist about being able to attract sufficient students? Who on your team is responsible for driving student demand for your school and creating a recruitment/enrollment plan and systems?
- What can you share in this 90-day window to show that there is sufficient student/family demand for your model?

## KEY STAKEHOLDER ENGAGEMENT

Aligned with the culture of ISL, an ISL education is a joint effort and commitment from teachers, students, and parents. These stakeholders become the organization's voice in the community and are a critical support mechanism for successful growth to a new region like Baton Rouge. ISL plans to conduct stakeholder engagement across various groups as appropriate via information and planning sessions. ISL has a foundation of successful replication in Orleans Parish as well as important lessons learned from an unsuccessful Jefferson Parish launch -- largely due to political interference -- to build upon and continue to successfully educate students by maintaining core tenets of the immersion model.

The International School of Louisiana Board of Trustees is dedicated to serving students through language immersion and is supportive of intentional expansion of ISL's impact in Orleans Parish and across Louisiana. While they are positively inclined toward expanding ISL's education model in new regions, the following questions from board members and senior leadership are anticipated in regards to growth in Baton Rouge:

- What is our growth capacity - financial and personnel?
- What do transportation requirements and costs look like in Baton Rouge?
- Where do we recruit teachers and leaders, and what in person connection will our current schools have to those staff members?
- What would facility options look like? Is there financial support for facilities?

NSBR is prepared to support ISL school and board leadership in any board informing and engagement efforts, including presenting to the Board on the historical educational and political context of Baton Rouge and the imperative for providing families with high quality school options.

ISL teachers and leaders understand the importance of school choice and the demand for high quality public education. Anticipated questions from this stakeholder group will revolve heavily around how this expansion will impact their schools and levels of support. ISL Leadership plans to reinforce that they are approaching this expansion opportunity with an intentionality and collaboration that mirrors the successful planning and launch of the West Bank campus. Likewise, reflections on a more impulsive Jefferson Parish growth decision, including the ownership and accountability throughout the school's closure, have led to a more thoughtful, collaborative process that includes the support of NSBR as a strategic thought partner and funder.

ISL does not foresee any issues regarding building trust and investment in further growth among current families. As has been done during previous growth, ISL will inform and engage current families to ensure they understand the immersion program and how expansion is beneficial to the current

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schools as well as can advocate and promote the Baton Rouge school among their networks. One anticipated parent concern is that ISL may be taking on too much with the launch of a new Pre-K program in Fall 2023 and a related facility purchase in Orleans Parish in addition to a new K-8 campus in Baton Rouge. Much like with the teachers and leaders, ISL will focus on informing them of the intentional process by which the decisions were made and the logistics and progress of execution, including prioritizing a slow growth model in Baton rouge, to assuage any concerns.

ISL recognizes State Superintendent Dr. Cade Brumley as a key influencer impacting the direction the organization is seeking to take, particularly with the plan to seek auto-replication as a Type 2 state-authorized charter school for the Baton Rouge campus. As is understandable with a leadership transition during a pandemic, recent communication and support from the Louisiana Department of Education (LDOE) regarding charter operations has been minimal to non-existent. ISL will require thought partnership and support from NSBR as to how they should best approach communicating their growth plans to Dr. Brumley to provide the clearest, most streamlined pathway forward. Other state education stakeholders include Dr. Kelli Peterson (Assistant Superintendent of Equity, Inclusion and Opportunities) and BESE members Kira Orange-Jones, Preston Castille, and Ronnie Morris.

While ISL will likely replicate as a Type 2 charter school -- best enabling them to execute potential growth with quality and fidelity to model -- leadership also understands the need for support from and collaboration with the local districts in which their students reside. ISL will engage and build relationships with East Baton Rouge Parish School Board members and other elected officials, educators, families, and community activists from Baton Rouge and surrounding districts. NSBR and its Board of Directors can play a key role in introducing the ISL board and leadership team to key district board and staff members as well as community influencers and organizers.

### Related Documents + Feasibility Study Questions:

#### → Questions:

- Are there regional and/or school level leaders in your organization that need to have questions answered to support this growth initiative? What questions do they need answered? How do you plan to engage them in the process to get their buy-in to move ahead with developing your growth plan by the end of the feasibility study?
- Aside from your leadership team and board, who are the key influencers that impact the direction of your organization? What questions do they need answered? How do you plan to engage them in the process to get their buy-in to move ahead with developing your growth plan by the end of the feasibility study?
- How have you engaged your current families to understand their desire for/questions about what expansion in or to Baton Rouge means for the organization and their student(s)? What questions do they need answered? How do you plan to engage them in



the process to get their buy-in to move ahead with developing your growth plan by the end of the feasibility study.

- Which other parties may have a relevant stake or perspective on your school opening?

## GOVERNANCE

ISL's seven member board is composed of community members with diverse backgrounds, skills, and experiences, including current and former parents of ISL students. Grant Ligon (President) was a long-time member of the ISL community and board while his daughter attended ISL; he is a retired Financial Analyst who is actively involved in real estate investing. Other members include Chad Rice (Vice President), Lena Zaitseva McCloskey (Treasurer), Jade Brown-Russell (Secretary), Larissa Muetzel, Max Correa, Sarah Murphy, and Sharon Barthelemy.

As discussed in Key Stakeholder engagement, board buy-in and forward progress are not anticipated issues. Board members have expressed confidence in senior leadership's ability to make sound decisions and involve the board where appropriate. ISL's board engagement process will involve the methods already implemented: board education, open communication, and collaboration. NSBR will also continue to provide resources to the board to further support informed, sound decision-making.

Regarding governance structures ISL plans to add two to three board members from the Baton Rouge community and build a Baton Rouge specific committee that would lead on issues pertaining to the school. Board members participating in the governance discussion expressed the desire to prioritize having a Baton Rouge parent on the board as one of the additional board members.

ISL Board of Trustees culture directly reflects the culture of the school. Board members must adhere and commit to a mission that is characterized by diversity and community responsibility, a belief in ALL students' right to a quality education, and active participation and engagement in board and organizational activities.

To ensure a continuity of this culture and build a cadre of well-rounded, educated, connected, and supportive board members, ISL will use already existing connections and established relationships within the education and business communities. ISL uses a matrix of board demographics to determine skills and experience needed to maintain a diverse and self-sustaining board. NSBR can also play a role in connecting ISL to board members who are passionate about their mission and who will contribute positively to the organization, particularly from our yearly Changemakers cohort.

### Related Documents Feasibility Study Questions:

→ [ISL Board of Trustees Website](#)

→ Questions:

- What questions will your board have to sign off on moving ahead with this growth initiative? How do you plan to engage them in the process to get their buy-in to move ahead with developing your growth plan by the end of the feasibility study window?

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- How does the new school fit into the organization's governance structure? Does your identified governance structure align with state policy?
- How will you build relationships with and recruit new board members from Baton Rouge and other identified growth regions to help build good will and add their community experience and other expertise areas to the organization?

## POLICY

There are no academic policy barriers to ISL's expansion throughout the state. ISL has demonstrated academic excellence and strong student achievement since its first year of operation. Despite changes in state assessments and accountability metrics over past years, ISL's experienced, highly qualified team have continued to adapt in order to improve year after year, maintaining an overall letter grade of "B" or higher with a consistent A Progress Index since that scoring formula began in SY17-18. ISL has also demonstrated operational excellence, adhering to sound fiscal policies and meeting state compliance metrics, earning them a 10 year renewal in 2014-15.

In its expansion to Baton Rouge, ISL will ensure a transparent lottery process. ISL plans to participate in EnrollBR to ensure equity of access to the application process and will run a blind, randomized lottery per state policy for grades K-1. After grade 1, students must take a language proficiency exam before being enrolled in the program.

In its charter and in service of its diversity mission, ISL commits to serving a student population that, at a minimum, is 53% economically disadvantaged (ED). While the EBR Parish School System maintains an ~80% ED rate, broader city-wide demographics feature a rate of 30%, which is significantly lower than the Greater New Orleans area. As a comparison, BR FLAIM, an EBR immersion magnet school, currently serves 39.63% ED population, which is just shy of the 40% Title I funding requirement. In order to meet this ED % goal in Baton Rouge as well as receive critical Title I dollars, ISL may need to include some preferences for students who are ED in its initial lottery round

ISL seeks to expand to Baton Rouge through automatic replication under its current charter due to its academic and operational performance. Bulletin 126 policy regarding automatic replication is below.

### 521. Charter School Replication for BESE-Authorized Charter Schools

(Formerly §523)

A. A charter operator may open and operate up to two additional charter schools without making a formal application to BESE:

1. the average of the school performance scores of all Louisiana charter schools operated by the charter operator is equivalent to a letter grade of "B" or higher for the previous three school years; and
2. the average progress index of all Louisiana charter schools operated by the charter operator is equivalent to a letter grade of "A" for the previous three school years;
3. all BESE-authorized charter schools operated by the charter operator have earned designations of "Meets All Expectations" or "Meets Most Expectations" for financial and organizational performance as provided for in the charter school performance compact in each of the previous three years of operation.



## NSBR Feasibility Study Report

- B. If the charter operator contracts with a management organization, the state superintendent may consider all charter schools operating in Louisiana affiliated with the management organization in determining whether or not the charter operator meets the academic requirements above.
- C. The new charter schools must serve the same grade levels and enrollment boundaries as one of the operator’s charter schools currently in operation that meets the eligibility criteria outlined above.
- D. The type of charter schools the charter operator may open shall be determined as follows.

Charter School Meeting Eligibility Requirements	Permitted New Types of Charter Schools
Type 2	<ul style="list-style-type: none"> <li>· New Type 2;</li> <li>· May be a Type 2 conversion charter school upon receiving approval from the professional faculty, staff, and parents or guardians of the pre-existing school, as required in §507, and meeting the other eligibility requirements to apply for a Type 2 in §503;</li> <li>· May be a Type 5 subject to approval by the RSD to transform a school under the jurisdiction of the RSD</li> </ul>
Type 4	<ul style="list-style-type: none"> <li>· Type 4</li> </ul>
Type 5	<ul style="list-style-type: none"> <li>· New Type 2, subject to the approval of the state superintendent;</li> <li>· May be a Type 2 conversion charter school upon receiving approval from the professional faculty, staff, and parents or guardians of the pre-existing school, as required in §507, and meeting the other eligibility requirements to apply for a Type 2 in §503;</li> <li>· May be a Type 5 subject to approval by the RSD to transform a school under the jurisdiction of the RSD</li> </ul>

- E. The charter operator shall notify BESE of its intent to open one or two additional charter schools pursuant to this Section at least 120 calendar days prior to the day on which each additional school shall enroll students.
- F. At least 90 calendar days prior to the day on which each additional school shall enroll students, BESE shall enter into a charter agreement with the chartering operator for each additional school and shall notify BESE of its action.
- G. The charter operator must complete all processes and required by law and BESE policy to open a school, including, but not limited to the procurement of all required permits, inspections and approvals necessary to safeguard student safety and welfare.

ISL currently meets the academic performance criteria outlined in bullet a as it has achieved an overall letter grade A or B each year of operation; however, ISL is unable to demonstrate compliance with the criteria in bullet b due to a number of factors outside of the organization’s control, including the pause of testing in SY19-20 due to the Pandemic and significant changes to the SPS formula in SY17-18. ISL

and NSBR should engage the LDOE, including Superintendent Brumley and Dr. Kelli Peterson, to determine how to best navigate the progress score and locale criteria.

### Related Documents Feasibility Study Questions:

→ Questions:

- What are the key policy challenges that would keep your school from being successful?
- What circumstances would keep your local district (or the State if necessary) from being able to authorize your model?
- Do you foresee any authorizer accountability challenges with being an A-B school in compliance with state laws according to the following criterion? (See [charter school performance compact](#)) Which criterion do you foresee as challenging? How will you address these challenges in pursuit of academic excellence?
- Are there any special scenarios you are envisioning that would not be aligned with an open-enrollment, lottery-based (if necessary) student application process?

## SCHOOL MODEL

The mission of the ISL is to provide a challenging education emphasizing language immersion, international awareness, the celebration of diversity and community responsibility. ISL is the only school chartered before hurricane Katrina fortunate enough to see continued success, growth, and thriving student population. The school provides French and Spanish language immersion and fosters global learners. In fact, it is the only school in Orleans Parish to offer language immersion in a language other than French with demand for Spanish immersion seats outpacing French immersion 3 to 1 (submitted applications).

### Organizational History

ISL was founded in 2000 by a group of parents eager to improve public education in Louisiana. These parents had children in a French immersion program but were frustrated by the predominance of white, wealthy culture in the school and wanted to expand access to language immersion to families that reflect the New Orleans community at large. They envisioned a tuition-free, non-selective charter school that would cultivate diversity, inclusion, and equity. After being rejected in both Orleans and Jefferson Parish, the school was approved by the State as a Type 2 charter school.

Today, ISL educates students in Kindergarten through eighth across three campuses: Dixon (K-2), Uptown (3-8), and Westbank (K-5). ISL's commitment to diversity and cultural literacy is evident in both their teacher and student populations. ISL employs over 200 staff members from 33 countries, fluent in 23 different languages, who work together to educate approximately 1300 students. See below for breakdown of ISL student demographics in comparison to EBR Parish School System (from 2/1/21 official state count).

School System	American Indian	Asian	Black	Hispanic	Hawaiian/ PI	White	Multi Race	ED %	SPED
ISL	<1%	1.47%	38.5%	29.82%	<1%	24.48%	5.42%	60.88%	6.4%
EBR	<1%	3.9%	71.49%	11.67%	<1%	11.36%	1.22%	79.41%	10%

In 2012 ISL opened a Type 1 charter school in Jefferson Parish after being invited by the local school board to apply. At the time, the Jefferson Parish school system planned to close all of their immersion programs; however, parents banded together to prevent the closure of the immersion programs, leaving ISL fighting for students and not able to fill seats. A requirement of late entry immersion was also a large part of the school's failure to launch well. ISL voluntarily closed the school, relinquishing their charter, and was able to retain 75% of the school's students at the other ISL campuses.

From their first day of school, ISL students learn core academic subjects in either French or Spanish. They learn a second language naturally, through everyday conversation and classroom instruction. Over 80% of students enter ISL at Kindergarten from English-speaking homes and leave in 8th grade as bilingual speakers, sometimes trilingual. ISL offers a full immersion experience in French or Spanish (Kindergarten through 8th grade), as well as Mandarin Chinese in middle school.

The City of Baton Rouge currently only has two options for full language immersion starting in kindergarten. Baton Rouge Foreign Language Academic Immersion Magnet is a selective admission magnet school that has yearly application numbers far exceeding available seats; Baton Rouge International School is a private, selective admission school whose annual tuition is approximately \$11,000 per child for PK-12 families.

In contrast, ISL would be open enrollment for grades K-1 while for admission into grades 2-8 students would have to take a target (French or Spanish) language assessment. It would be the only open enrollment immersion school for kindergarten and first grade families in Baton Rouge and, as a Type 2 charter, could expand its impact to families living in neighboring parishes also lacking access to quality immersion programs. ISL serves students from seven parishes across its three campuses in Orleans Parish.

### Academic Performance

ISL works diligently to provide a challenging education emphasizing language immersion, international awareness, the celebration of diversity, and community responsibility. The critical work done by ISL has earned school, teachers, and students recognition, nationally and locally. ISL is among the first Louisiana State Certified Immersion Schools, is one of only two Spanish language immersion schools in the metro area, notably won the COSEBOC Excellence in Education award for the effective elimination of the gap in achievement scores for boys of color, and is the proud honoree of the 2015 Public Education Award for Exemplary Language Immersion Education, among other recognitions and awards. Performance on Louisiana state assessments is outlined in the table below.

School Year	SPS Score	PI Score (Growth)	Additional Notes
2018 - 19	84.2 B	95.3 A	<u>Academic Index</u> : 75.9 - In comparison, 84.6 is the highest AI in the NSBR portfolio; that school serves 40% less students who are economically disadvantaged than ISL does. <u>Recognition(s)</u> : Top Gains Honoree, Equity Honoree
2017 - 18	85.2 B*	98.9 A	<u>*Note</u> : A new SPS formula was implemented, putting more weight on "Mastery" level achievement versus the previous



			bar of “Basic”. Using the older formula, ISL would have achieved an SPS of 99 B. <u>Academic Index</u> : 76.5 (new formula) <u>Recognition(s)</u> : Top Gains Honoree, Equity Honoree
2016 - 17	106.3 A	n/a*	* <u>Note</u> : Progress Index scores were implemented in SY17-18. Previously, growth was calculated and points (up to 10) were awarded based on a school’s demonstrated progress. ISL earned 7.6 points <u>Academic Index</u> : 97 <u>Recognition(s)</u> : Top Gains Honoree
2015 - 16	100.6 A	n/a*	<u>Academic Index</u> : 96.2 * <u>Note</u> : Progress Index scores were implemented in SY17-18. Previously, growth was calculated and points (up to 10) were awarded based on a school’s demonstrated progress. ISL earned 3.8 points <u>Recognition(s)</u> :

### Curriculum + Instruction

ISL’s curriculum and instruction practices are grounded in their mission and model to promote language immersion and cultural literacy. In addition to core subjects, ISL offers cultural programming that allows students to engage with learning that balances more traditional educational best practices with innovation and variety.

ISL uses a mixture of rated and non-rated curricula due to their immersion model’s unique needs, particularly in grades K-2 when there is no instruction in English. For the past four years, Eureka math has been used in grades K-8. The ELA curriculum is teacher-created and makes use of materials from a number of resources, including some LA Tier 1 materials. There is close collaboration on ELA standards and instruction between target language and English ELA teachers.

ISL has an award winning middle school science teacher on staff who has led a multi-year project of designing phenomena-based science units. The ISL science curriculum includes quarterly "science weeks" that focus on experiential learning, with embedded math and language arts standards. ISL partners with area organizations focused on technology, ecology, biology, and other sciences to give students off-campus field experiences conducting research and experiments.

Near the end of the school year ISL holds “Fabulous Fortnight,” a two week period where middle school suspends traditional classroom instruction, and students engage in special classes that cover topics that range from cooking to arts to robotics. Teachers propose their Fabulous Fortnight specialty

at the beginning of the school year.

In celebration of its language immersion and cultural literacy mission, for the past decade ISL has held a once per semester celebration of language and culture with a culminating student performance event. Each class picks a country and delves into the history and culture of that country. An open house is scheduled for students and families to go from classroom to classroom (ie. country to country) to see the learning projects. On the last day of the school year, International Day is held as a culminating celebration of the year.

ISL uses standards based grading, a method of grading that measures student progress relative to specific learning standards. Each assessment students take has the tested standard(s) on it. To keep parents informed on student progress, bi-weekly reports are sent home that are aligned to progress reports and report cards. In order to onboard and invest parents in this grading method, ISL informs parents early on and incorporates it in all assessments, communications, etc. For report cards and reporting purposes, including student transcripts, ISL translates the standards based grading into letter grades.

In efforts to support more equitable, inclusive instruction, ISL works with Roots ConnectED -- a training program for schools built from Community Roots Charter School in New York. Work includes development in Universal Design for Learning UDL with a focus on equity and inclusion, especially in middle school through examination of social studies standards, co-teaching methods in grades K-2, and science instruction in grades 3-5. ISL also contracts with Achievement Network (ANet), a Tier 1 rated support, to assess and progress monitor students in grades 2-8 as well as to provide standards based, data driven coaching support to teachers.

#### K-5 Academic Model

In grades K-5 target language immersion is prioritized with no English language instruction in grades K-1 while grades 2-5 receive instruction in all core subjects in their target language and only have one hour of instruction in English Language Arts. Even intervention and special education supports are provided in target languages, making it important to grow special educators from within the ISL community.

Classrooms are self-contained and have a teaching assistant (TA) fluent in the target language to support the lead teacher. Students receive enrichment classes in visual arts, music, circus arts, and PE. Classes prepare and present target language performances to their peers during assemblies, which are attended by families.

#### 6-8 Academic Model

In grades 6-8 major shifts occur for students. Their schedule shifts to a modified A/B 90 minute block

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schedule in which they take ELA, science, and social studies in English as well as math and target language arts in either French or Spanish per the student's language pathway. All students also take mandarin chinese, physical education, and an additional student-chosen elective (options vary year to year).

Because students have been instructed primarily in target languages before entering middle school, students can often encounter challenges similar to students who identify as English Language Learners. Cognizant of this, teachers adapt curriculum and instruction to students' needs, including front loading vocabulary through intentional instruction.

Middle school students participate in an advisory led by a teacher that also acts as the primary contact for their students. Advisory focuses on study and social emotional skills, racial equity discussions, and community building circles.

### Anticipated Challenges

There are no immediate or obvious challenges to replicating ISL's model in Baton Rouge; however, much of the organization's ability to replicate the model will rely on appropriately staffing up in the central office for regional support as well as being able to hire and properly onboard an aligned school leader and founding staff. If expansion moves forward, NSBR will need to support the identification and funding of a school leader at least one year prior to launch to allow for development, onboarding, and execution of launch.

Additionally, ISL has a Circus Arts program, which is an important part of their model and culture. All grades receive Circus Arts instruction, depending on staffing availability. In the early grades, ISL offers Circ Lit, which combines movement and literature to support early literacy and enhance both motor and brain development. Older students learn circus skills like juggling, acrobatics, and unicycling. In middle school, ISL has a performance troupe that participates in Muses and performs annually in the Kids' Tent at JazzFest. The program is led by a Circus Arts Coordinator that is trained in that branch of the arts, which will require either a new hire in Baton Rouge to replicate the program or the addition of some other kind of international performance art.

More discussion of instructional staff hires are included in the Talent section of this report.

### Related Documents Feasibility Study Questions:

#### Questions:

- What is the competitive advantage and/or unique value add of your school model compared to other East Baton Rouge offerings?

- What challenges do you anticipate in transferring your model to Baton Rouge (if new to the region and/or state)?
- What challenges do you anticipate in replicating your model with fidelity and without sacrificing quality?
- What parts of the hybrid/virtual model implemented for Covid-19 pandemic do you plan on permanently incorporating into your model? What is the value add (to growth plans and instructional quality) of implementing these practices? What additional support do you need to implement these changes?

## TALENT

Developing and retaining high quality talent is the driving force at ISL. Their primary resource for target language teachers remains the Louisiana International Associate Teacher Program in the World Languages Department of the LA Department of Education.

The organization also uses local teacher fairs, national job boards, and word of mouth referrals by current and former staff and families. Most teachers come by word of mouth and tend to stay longer. They onboard as assistant teachers then develop into teachers, etc. This is particularly true for the Spanish speaking community. ISL is a member of the American Association of School Personnel and sends job listings to them. The National Business Organization provides international applicants but visa status was a roadblock with that organization; ISL redirects those applicants to go through the World Languages Program at the LDOE.

Teacher Assistants for target languages vary by language track. It's easier to find bilingual/native spanish speakers. French it's hard to find native or bilingual French speakers. TA's vary in age, demographic, etc.; it is an appealing first job for people who studied french or spanish in college/university. On the French side, ISL is a good place for native speakers who otherwise would be in a predominantly english speaking community. They come to be with people who share their culture and identity and wish to learn and experience more within those cultures.

Turnover for target language teachers is naturally high due to visa and other restrictions. ISL has successfully applied for permanent residency for six to eight employees over the past five years with approximately 25% leaving within a year. Sponsoring for permanent residency is costly, so they have had to reevaluate their support of that process.

Regarding teacher certification, ISL's goal is to hire certified teachers -- approximately 60-70% of their teachers are certified. ISL has assisted teachers in getting certified. It is important for both the teachers and school. Parents look for certified teachers when making enrollment decisions. Teachers coming from foreign countries have a breadth of experience in their country but often their certification does not transfer to the United States. In this case alternative certification methods are engaged. Visa status is really important (even more important) than certification, but often a teacher can't have visa status without certification. Belgium, Spain, Mexico, and France have treaties with the US that include certification reciprocity. For Haiti and Honduras, specifically, ISL has to get them certified in order to sponsor them for H1 Visa.

Once teachers are hired, their first meeting is with HR, which guides them through orientation, including an introduction to ISL as an organization and any pertinent paperwork. Then they move to their assigned campus and meet with their school leader. Each school leader has a folder for new hires to study and reference that aids in the onboarding process; the binder includes campus specific information. Exit surveys are done when a staff member is leaving the organization for any reason. Employees meet with HR staff. In the interview HR reviews end of year closure and provides an opportunity to ask questions. ISL's goal is to make every exit a positive exit from school. At times, teachers return to the school when the exit is positive.

The current Talent/HR team consists of one HR manager and one payroll manager. With expansion to Baton Rouge, the team would need to add a member to work hand in hand with the Baton Rouge school leader, assisting them in interviews and other hiring processes. The school leader makes final hiring decisions and informs HR and Head of School of intent. Final salary and benefits offers go through those two offices.

NSBR will provide support through traditional and virtual job fairs and in providing value add through strategic support, including Heads of Talent collaborative, 1:1 targeted recruitment through Chief of Minds and other headhunters (rooted in Capital Region community, and other individualized support as needed).

**Note:** Will need a new teacher trainer for the new campus. Haven't had one before but various models that included things like mentor teachers (by GL or TL), small cohort of teachers meeting with mentor teacher. One lead French teacher at Dixon campus to support new French teachers to transition to ISL teaching model/culture.

#### Related Documents Feasibility Study Questions:

→ NSBR Talent Development Opportunities

→ Questions:

- What are the unique leader, teacher, and operational staff traits that you will look for when staffing your school? Given your growth plans and Baton Rouge's talent ecosystem, what do you see as the key challenges in staffing your school with enough qualified staff?
- What are the key challenges that would keep you from identifying a school leader at least a year before opening)?

## OPERATIONS + FINANCIAL SUPPORT

As with other teams, Operations is a direct extension of ISL's culture of excellence. Operations and finance team members boast deep, varied experience in their fields and demonstrate a commitment to the mission and vision of ISL.

Emily Thomas, ISL's Chief of Operations, manages organizational and building operations, including human resources, facilities, information technology, and food services. Functions related to communications, grants, and admissions falls under the Head of Schools office rather than operations.

Mike Dunn (Dunn Financial Solutions) supports some financial operations, including managing the general ledger, preparing reports for the board and LDOE, managing grants, and working with auditors. He will also support any financial projections for NSBR funding opportunities.

Below is more information about expected MFP funding for the Baton Rouge school with conservative projections for economically disadvantaged and special education populations. With local sales tax revenue exceeding expectations, the total MFP amount may rise closer to \$12,000.

### Local Revenue Sources, Charter School Allocations

#### Historical Data

	2015-16	2016-17	2017-18	2018-19
Level 1 Base	\$ 1,971	\$ 1,980	\$ 1,946	\$ 1,841
Level 1 Low Income and/or ELL	\$ 434	\$ 436	\$ 428	\$ 405
Level 1 Career & Technical	\$ 118	\$ 119	\$ 117	\$ 110
Level 1 Student With Disabilities	\$ 2,957	\$ 2,969	\$ 2,919	\$ 2,761
Level 1 Gifted & Talented	\$ 1,183	\$ 1,188	\$ 1,168	\$ 1,105
Level 2	\$ 256	\$ 262	\$ 236	\$ 148
Level 3 Continuation of Pay Raises	\$ 801	\$ 801	\$ 801	\$ 801
Level 3 Hold Harmless	\$ 436	\$ 406	\$ 409	\$ 407
Local Revenues	\$ 6,278	\$ 6,379	\$ 6,614	\$ 6,714
<b>Base MFP, 40% Low Income, no SPED</b>	<b>\$ 9,916</b>	<b>\$ 10,002</b>	<b>\$ 10,178</b>	<b>\$ 10,074</b>
<b>Base MFP, 40% Low Income, 10% SPED</b>	<b>\$ 10,211</b>	<b>\$ 10,299</b>	<b>\$ 10,470</b>	<b>\$ 10,350</b>
Debt Service & Capital Projects	\$ 920	\$ 928	\$ 944	\$ 953
<b>Total MFP, 40% Low Income, 10% SPED, Facilities</b>	<b>\$ 11,131</b>	<b>\$ 11,227</b>	<b>\$ 11,414</b>	<b>\$ 11,303</b>

### Federal Revenue Sources

Revenue Projections via LDOE, per pupil	Per Pupil Estimate
IDEA (Calculated Using Total Enrollment, ages 3 - 21))	\$ 186.00
IDEA PRESCHOOL (Calculated Using Total Enrollment, ages 3 - 5)	\$ 38.00
CARL PERKINS (Calculated Using Total Enrollment)	\$ 15.00
Title I (Calculated Using Total Enrollment, ages 5 - 17)	\$ 555.00
Title II (Calculated Using total Enrollment, ages 5 - 17)	\$ 74.00
Title III (Calculated Using LEP Count) (Must generate \$10,000 allocation to be funded)	\$ 127.00

As a Type 2 charter school, ISL will be able to serve students in surrounding parishes. In projections it will be important to account for students who may receive lower per pupil funding than students residing in Baton Rouge. In an examination of surrounding parishes, MFP's were found to be comparable to Baton Rouge's funding with the northern EBR city of Baker's MFP being the least favorable. With the extensive demand and subsequent waitlist at BR FLAIM, an EBRPSS immersion magnet school, it is likely that ISL's students will primarily come from Baton Rouge with a small percentage coming from other parishes.

Operations and finance will be key in a successful launch of a Baton Rouge school. In the coming year, ISL's finance and operations teams will work with NSBR to create a 5-year projected budget for the school to demonstrate anticipated financial need. With ISL planning to launch with grades K-1 and adding a grade level each year after, it is anticipated that launch grant funds will be required across years 0 to 3 to support operation of the school with sustainability reached by year 4. When it provides Excellence Fund grants to schools, NSBR expects that schools demonstrate financial sustainability on public funding by year 4 of operation.

#### Related Documents Feasibility Study Questions:

→ Questions:

- What is the anticipated level of financial support that the school will need to get the school(s) up and running? To ensure success in running school?
- What key hires do you need to make and on what timeline to ensure effective operational support prior to and during launch?



## FACILITIES

In discussions with the ISL team, two distinct facilities plans emerged as options for the K-8 school -- long-term leased space or a new build utilizing swing space in the early launch (year 1-2) years.

ISL currently leases three campuses across Orleans Parish. The Camp Street location is the preferred campus of the three current sites as it relates to design features. The West Bank campus has the highest monthly cost of approximately \$17,000 per month with the Camp and Dixon campuses costing xx and xx respectively. An internal facilities director manages all facilities staff, including in-house custodial staff, across the three campuses and oversees compliance with Orleans and/or state regulations.

A list of facility features to replicate ISL's immersion school model with fidelity include:

- Windows in classrooms and office spaces that open, which is culturally important for European teachers in particular.
- Large yard/green space that provides a shaded outdoor eating area, which has been a practice during Covid that leadership would like to maintain.
- Gymnasium space for physical education, student performances, and sports league participation (volleyball and basketball).
- Internal food service requires a full kitchen, and the cafeteria should seat 100-150 students during meal times.
- Administrative offices, including a special education office (for meetings and storage), as well as offices for full time service providers, which include a nurse, social worker, and speech language therapist.
- Teaching kitchens for cultural food demonstrations -- one or two that can be reserved for use by teachers.
- A multilingual library.
- The Covid-19 pandemic has made touchless refill water stations a preferred feature.

The following information is specific to classroom design needs, including number and type of classrooms:

- Each grade level has four sections (two French, two Spanish) of 23-26 students each.
- Typical Camp Street classrooms range from 650 sq ft to 800 sq ft. Leadership feels that the 650-750 sq ft classrooms are an appropriate size for instructional needs, with the larger classrooms for the K-5 self-contained classrooms.
- Sinks in K-5 self-contained classrooms at a minimum. Ideally sinks would be included in all classrooms.

- Small group breakout space of one room per every two grades for a total of four breakout rooms.

ISL's academic performance and financial security open a number of facilities financing pathways. NSBR also has a facilities branch of the organization that helps to fund and build facilities for high quality operators like ISL. The facilities arm of the organization is full service from helping to identify land/property to identifying favorable financing and providing grants to boost equity. NSBR is interested in exploring a new facility as well as for the Baton Rouge K-8 school.

#### Related Documents Feasibility Study Questions:

→ Questions:

- What is your facility plan for Baton Rouge growth/expansion? What support do you need from NSBR Facilities in order to successfully execute on your facilities plan?
- What challenges exist that would keep the facility from being student ready by school launch date?

## STUDY CONCLUSIONS

ISL has a successful model that is providing a high quality education to students across the Greater New Orleans area. Demand for its open seats demonstrates parents desire for a high quality, culturally inclusive education focused on language immersion. Its immersion program would provide a unique value-add to students in Baton Rouge with only two other high demand schools -- one private and one selective admission magnet -- providing programming that is similar in nature to ISL.

In order to maximize the impact of the new school, the working group recommends seeking Type 2 charter replication under current BESE policy (Bulletin 126) which allows high performing Type 2 charters to open up to two new campuses without reapplying to the State.

To prepare for the successful launch of a K-8 school in Baton Rouge in fall 2023, the feasibility study working group recommends the following actions:

1. Engage the LDOE, including Superintendent Brumley and Dr. Kelli Peterson, to determine how to best navigate the *progress and locale* criteria in Bulletin 126 for automatic replication.
2. Contract with strategic consultants to map out the additions to and evolution of the CMO organizational structure as more central office positions are needed to support the growing number of schools.
3. Begin process to identify and hire a school leader for the Baton Rouge school with the leader beginning their training and onboarding in May 2022 to prepare for a fall 2023 launch. Assuming an on time, BESE-approved launch, NSBR will fund school leader participation during SY22-23 in the Attuned Incubator School Design Fellowship as part of a launch grant during year 0.

NSBR will fund the hiring of a consultant for organizational planning work at a cost of <\$20,000. A [timeline of partnership and further funding with NSBR](#) based on ISL's current launch plan is linked.