



Voices for International Business and Education

VIBE Board Meeting

Monthly Board Meeting

Date and Time

Wednesday November 18, 2020 at 6:00 PM CST

Location

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

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

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

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

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

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

C. Approve Minutes - October 2020 VIBE Board Meeting

D. Chair Report

--Louisiana Ethics Training: due by Dec 31, 2020; go to ethics.la.gov (then training, online training, ethics training)

--LAPCS Charter School Conference 2020 Dec 2,3,4 from 11am to 1p daily (virtual this year - free registration)

--Please remember to provide annual contribution (can give online through school website)

E. HOS Evaluation Committee

Committee consists of: Thomas, Roney, Medford, Lazard, Manson

Initial meeting was: 10/14/2020

---revisions to HOS contract discussed (will be brought to board for discussion at Jan 2021 board meeting)

Head of School Mid Year evaluation on November 12th (followup for November 23)

F. School Expansion Committee

Members on School Expansion Committee: Thomas, Tufail, Dwyer, Porter, Olivier, Lampton

--initial meeting was Nov 5, 2020 at 5pm

G. Head of School Report

II. Governance Committee

Governance

A. Report of Governance Committee

Charter Renewal

B. Mid Year Board Evaluation

Mid year board evaluation:

Board on Track Survey + 3 open ended questions via Google Doc

Please have completed by Dec 15, 2020

III. Finance Committee

Finance

A. Report of Finance Committee

B. Recommendation to adopt October 2020 Financial Statements

IV. Development Committee

Development

A. Report of Development Committee

Details of Spring Gala:

SATURDAY, APRIL 17 from 6-10 p.m at UNO:

ALUMNI CENTER – GEOGHEGAN GRAND BALLROOM & HESS HALL (FIRST FLOOR)

V. Facility Committee

Facility

A. Report of Facilities Committee

VI. Academic Committee

Academic

A. Report of Academics Committee

VII. Public Comment

A. Request for Public Comment

VIII. Executive Session

- A.** Vote to Enter Executive Session
Discuss HOS contract renewal
- B.** Executive Session
- C.** Return to Public Meeting

IX. HOS Contract

- A.** Vote regarding Renewal vs. Non-Renewal of HOS contract

X. Closing Items

- A.** Adjourn Meeting

Coversheet

Approve Minutes - October 2020 VIBE Board Meeting

Section: I. Opening Items
Item: C. Approve Minutes - October 2020 VIBE Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for VIBE Board Meeting on October 21, 2020

APPROVED



Voices for International Business and Education

Minutes

VIBE Board Meeting

Monthly Board Meeting

Date and Time

Wednesday October 21, 2020 at 6:00 PM

Location

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

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

Directors Present

A. Tufail (remote), G. Lazard (remote), G. Medford (remote), J. Lampton (remote), K. Dwyer (remote), L. Scott Porter (remote), M. Roney (remote), S. Olivier (remote), S. Thomas (remote)

Directors Absent

P. Manson

Ex Officio Members Present

S. Wilson (remote)

Non Voting Members Present

S. Wilson (remote)

Guests Present

A. Berger (remote), C. Young (remote), J. Carreno (remote), J. Giovengo, Jr. (remote), K. Vo (remote), T. Huynh (remote), clark@schulken.com (remote), hepbfree1@yahoo.com (remote), jolivergoodwin@gmail.com (remote), sschulkens@aol.com (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

S. Thomas called a meeting of the board of directors of Voices for International Business and Education to order on Wednesday Oct 21, 2020 at 6:03 PM.

C. Approve Minutes - September 2020 VIBE Board Meeting

G. Medford made a motion to approve the minutes from VIBE Board Meeting on 09-16-20.

G. Lazard seconded the motion.

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

D. Chair Report

- Shontell Thomas discussed items in the Chair Report.
- Annual Ethics Training will need to be completed by all Board Members by December 31, 2020.
- Charter School Conference will take place on December 3-4 that will be virtual from 11 a.m. to 1 p.m. There is an online pre-registration for the conference.
- The details of the annual contribution made to IHSNO by Board Members were discussed. Contributions can be made on the school website.
- There was a discussion about the headshots.
- Board Member biographies were discussed.
- IHSNO's charter renewal was discussed.
- Head of School evaluation details was discussed.
- School Expansion Committee meeting will take place on November 5, 2020. Details about this committee were discussed.
- Shontell Thomas addressed questions that were asked.

E. HOS Evaluation Committee

- HOS Evaluation Committee met on October 14, 2020.
- Shontell Thomas discussed the details of the meeting.
- The Head of School contract details were conveyed.

- Head of School evaluation will take place by December 15, 2020.
- More items will be discussed during November meeting.

F. School Expansion Committee

- School Expansion Committee meeting will occur on November 5, 2020.
- The meeting will take place virtually on Zoom.
- The School Expansion Plan was delivered to the members of this committee.
- List of questions for this committee meeting were requested. This would be items that would be of interest for discussion during the meeting.
- Having the Pupil Progression Plan would be helpful for this committee meeting.

G. Head of School Report

- Sean Wilson discussed items that are in the Head of School report.
- Students are returning to campus this week. Hybrid learning will be enabled.
- Details about IHSNO policies on students reverting to the premises.
- IHSNO personnel will be meticulously working hard to reassure students that they are safe as they return for in-person instruction. Social distancing will be enacted to prevent the spread of COVID-19.
- COVID-19 guidelines were discussed as it pertains to the IHSNO.
- Charter renewal was detailed in the discussion.
- Authentic Connection Survey details were discussed.
- John Giovengo presented details about the roofing project and other facility matters

II. Governance Committee

A. Report of Governance Committee

- Jennifer Lampton discussed the October Committee Meeting specifics.
- Quan Le was interviewed during the October Committee Meeting to become a VIBE Board member.
- Quan Le's background and experience were disclosed.
- VIBE Board Assessments details were enunciated. This assessment would be beneficial to the VIBE members in assessing embroilment.
- Next meeting will occur on November 2, 2020 at 6:30 p.m.

G. Lazard made a motion to Quan Le to be elected as a VIBE Board Member.

G. Medford seconded the motion.

- There is no discussion or public comment.
- Quan Le has been voted in to become a VIBE Board Member.

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

B.

Board Member Recruitment

- Jennifer Lampton spoke about the different Sub-Committees that Quan Le was referred to.
- Quan Le was recommended to the Governance Committee and the Development Committee.
- VIBE is nonetheless zealously recruiting for board members.

G. Medford made a motion to add Quan Le to the Development and Governance Committee.

J. Lampton seconded the motion.

- Motion has passed.
- Quan Le is voted in as a Member of The Development and Governance Committee.
- There was no public comment.

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

III. Finance Committee

A. Report of Finance Committee

- Karen Dwyer articulated the details of the October Finance Committee Meeting.
- There were five subjects that were discoursed during the September Committee Meeting.
- Karen Dwyer discussed the financial statements that were discussed during the September Committee Meeting.
- Balances about the financial statements were summarized.
- Currently, there are 421 students that are enrolled at IHSNO as of September 30, 2020. This count was disclosed in the report.
- Revenues and expenses were articulated.
- The graphs and pie charts were translated.
- There were no additional questions about the reports that were disclosed.

B. Recommendation to adopt September 2020 Financial Statements

K. Dwyer made a motion to Adopt the September 2020 Finance Committee Report.

M. Roney seconded the motion.

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

C. Recommendation to Adopt Revised 2020-2021 budget

- Student count lower than what was projected. The current number of students enrolled is 420.

- The budget was revised because of the student enrollment number being lower than anticipated.

K. Dwyer made a motion to adopt the 2020 - 2021 revised budget.

J. Lampton seconded the motion.

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

IV. Academic Committee

A. Report of Academics Committee

- Gail Lazard gave details about the Academic Committee Meeting that took place on October 13, 2020.
- During the meeting, Gail Medford requested that the monthly committee meeting minutes reflected that specific actions as requested by Academic Committee Board Members and that these requests will flow through the Head of School. If a committee member requests a specific task to be completed by a specific staff member to complete, that request will be made to the Head of School, is that the Board directly hires the Head of School. This was requested to be reflected in the minutes.
- The Head of School report was addressed.
- The report was given on the IHSNO school culture in terms of discipline, Capturing Kids Heart Program, and COVID-19 rules.
- The ELL and ESL programs for IHSNO students were summarized.
- FAFSA for seniors was spoken about.
- ACT prep for students was described.
- The Pupil Progression Plan was also unanimously approved during this meeting.
- Academic Dashboard details were also conveyed. This was requested to be sent to all Board Members,
- The next Academic Committee Meeting will take place on November 10, 2020.
- An annotated organizational chart was requested by the next Academic Committee Meeting.
- Board Members were asked to review Academic Dashboard when it is received.

V. Development Committee

A. Report of Development Committee

- Shontell Thomas discussed details of the Development Committee Meeting for the month of October. Meeting took place on October 19, 2020.
- The Gala will be on April 17, 2021. At this current point, it will be virtual and will take place at UNO.
- By April, the Gala could use the Hybrid Model and will have a JazzFest theme.
- Open House will take place in the Fall and it will be virtual. There will be an in-person option but will be by appointment only.

- An Alumni database is currently being created.
- Photos from the 2 prior galas were inquired about.

VI. Facility Committee

A. Report of Facilities Committee

- Amer Tufail discussed the details of the Facilities Committee Meeting for the month of October.
- There were 3 goals that were articulated during the meeting.
- There are currently no updates on the Basement Project as of the last meeting.
- A scheduled meeting with the School Board is still being conjured up.
- The next meeting will take place on November 2 2020.

VII. Public Comment

A. Request for Public Comment

- No public comment was conveyed.

VIII. Closing Items

A. Adjourn Meeting

- The next Board Meeting is scheduled for November 18, 2020.
- The Head of School contract will be discussed at the next meeting.
- PTO meeting did not take place in the month of October.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:16 PM.

Respectfully Submitted,
S. Thomas

Documents used during the meeting

- SY'20-2021-WR-2020-1019.pdf
- FN Monthly Report-2020-0930.pdf
- QFR 1st QTR 20 21.pdf
- QFR 1ST QTR 2020 - 2021 Affirmation.pdf
- Adjusted Budget 20 21 Oct 19 20.pdf
- Academic CMTE Dashboard-2020-0930.pdf

Coversheet

Head of School Report

Section: I. Opening Items
Item: G. Head of School Report
Purpose: FYI
Submitted by:
Related Material: SY'20-2021-WR-2020-1113.pdf

OBHead of School Report



Head of School Report

November 13, 2020

The mission of the International High School of New Orleans is to educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages, and intercultural appreciation to succeed in a global economy.

727 Carondelet St. New Orleans, LA 70130

www.ihsnola.org

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November 13, 2020

Contents

Head of School Report 1

Dates to Note 4

OVERVIEW 4

 COVID Highlights..... 4

DEVELOP, GROW, AND MANAGE STAFF..... 5

Virtual Team Building..... 5

Professional Development..... 5

Media Coverage..... 5

ORGANIZATION SUSTAINABILITY 5

 Student Enrollment..... 5

 Nursing Services..... 5

 Transportation 6

 Academic Curriculum 6

 Common Planning 6

 LEAP 2020 Fall Testing..... 6

 Asynchronous Learning..... 6

 Special Education Advisory Council..... 6

 Financial position 6

 Annual Financial External Audit..... 6

 Payroll Protection Plan Loan Forgiveness Process 7

 Finance Deadlines and Due Date 7

 School Food Service..... 7

 Student Count (Data Submission) 7

 Student Activity..... 7

 Dual Enrollment 7

 Counseling and Social Work..... 7

 Culture & Discipline..... 8

 Facility Overview 8

OBHead of School Report



COVID-19 Safety.....	8
Projects in the Works.....	8
Development Strategy & Planning.....	9
Grants	9
Marketing	9
Technology.....	10
Projects in the Works.....	10
COMPLIANCE AND EFFICIENCIES	10
Policy Updates.....	10
ACADEMIC ACHIEVEMENT AND IB FRAMEWORK	13
Organization	13
Academic.....	13
IB Learner Profile Traits	13
Knowledgeable	13
State Mandated Tests.....	13
Human Resources.....	13
Safety & Security	14

OBHead of School Report



Dates to Note

Nov. 9: Virtual Open House
 Nov. 10: Academic Committee Meeting
 Nov. 11: Virtual Open House
 Nov. 16: VIBE Finance Committee Meeting at 5:30 PM
 Nov. 16: VIBE Development Committee Meeting at 6:30 PM
 Nov. 17: PTO Meeting
 Nov. 18: Courageous Conversations
 Nov. 18: VIBE Board Meeting at 6:00 PM
 Nov. 23-24: Asynchronous Learning -
 Nov. 25-27: Thanksgiving Holiday
 Nov. 30: Classes Resume
 Dec. 1: VIBE Facility Committee Meeting at 5:30 PM
 Dec. 1: VIBE Governance Committee Meeting at 6:30 PM
 Dec 8: VIBE Academic Committee Meeting at 6:00 PM
 Dec. 14-18: LEAP 2025 Testing
 Dec. 21-Jan. 4: Winter Break



OVERVIEW

At IHSNO, being knowledgeable means expanding one's knowledge to better understand the world around us while using our talents to improve our community. We continue developing our understanding and using that understanding to better ourselves, providing opportunities for others to grow. This past month we learned more through our weather events. We realized that even with distance learning in our mix of instructional practices, without electricity and internet connectivity, we cannot provide instruction as desired.

We missed three days of instruction due to Hurricane Zeta. We will make up the lost time through instruction Monday and Tuesday, November 23 & 24. Though we know our students, teachers, and staff need time off, we must meet the academic minutes and days to remain compliant with the LDE.

We have been in conversations with Tulane Medical School regarding COVID-19 testing for all employees. The intention is to provide staff regular access to testing. We have been fortunate the no one on the team have tested positive upon student entering the building. Still, we want to provide additional supports to all IHSNO employees. We will have more information soon on this agreement. Additionally, we may consider offering the same service to our students.

COVID Highlights

Hybrid learning continues Mondays and Tuesday 9th and 10th -graders attend in-person and Thursdays and Fridays, 11th and 12th-graders attend the campus in person. About 60% of each cohort is on campus daily.

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DEVELOP, GROW, AND MANAGE STAFF

Ms. Michele Holmes is the September 2020 Employee of the Month. Ms. Holmes is the In-House Substitute teacher who has worked for IHSNO since 2013. She can be seen filling many positions around the building and helping her colleagues. Congratulations to Ms. Holmes.

Virtual Team Building

Team building will resume in November. October events were canceled due to Hurricane Zeta.

Professional Development

We are building teacher capacity in Virtual and Hybrid learning. Teachers have been meeting with their respective Better Lesson instructional coaches to build their individual capacity further and work with their teams to strengthen content knowledge further. Additionally, teachers have access to the Louisiana Department of Education Virtual Learning series.

Media Coverage

IHSNO students Akayla Bailey and Darriel Brooks were selected to participate with artist Jessica Strahan to inspire the mural in Legacy Park. [Unframed](#) is presented by the Helis Foundation and is a project of the Arts Council of New Orleans.

ORGANIZATION SUSTAINABILITY

Student online performance and behaviors. Changing to hybrid as we enter the 2nd Quarter of the school year. Mid-semester is critical to determine student performance.

Student Enrollment

STUDENT DATA			
Grade	Projected	Enrollment	Percentage
9th	150	109	27.6%
10th	127	97	24.6%
11th	100	96	24.4%
12th	92	92	23.4%
Total	469	394	100%
Demographic	#	Percentage	
White	19	4.8%	
Black	251	63.7%	
Hispanic	113	28.7%	
Asian	8	2.0%	
Pacific Islander	3	0.8%	
Total	394	100.0%	

The official October 31, 2020, student count is 394. Current enrollments fall about 25 students less than our projected 420 count. We are utilizing new strategies to increase enrollment.

We are using virtual meetings and in-person tours to continually recruit students and fill seats for the 2021-2022 school year. Enrollment opened for the 2021-2022 school year in late October, with the window closing in February 2021.

Nursing Services

This year we have outsourced nursing services with Danita Raymond Nursing Services. The nurse is on campus daily from 9:00 AM to 4:00 PM. The nurse works with students and staff, identifying and

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mitigating the spread of infections on campus. We are scheduling a flu clinic during the coming weeks to ensure maximum coverage of employees and students to receive the flu shot.

Transportation

Student demographic information has been sent to each bus company. WR Transport responded, and we meet with the owners to determine viability for services. WR Transport will provide transportation services. We will continue seeking alternatives as the services are more expensive than the prior year. We would be paying \$500 per day per bus.

Academic Curriculum

Genetics and Stem Labs are coming online soon. The Genetics Lab is made possible through funding from the McMoRan Foundation. The team is working with Xavier University, discussing strategies for implementation. We are working with Todd Wackerman of the STEM lab to reintroduce the science and math department members to the program. Additionally, all Student Learning Targets for the first semester have been uploaded in the Compass Information System. All uploaded information is in the process of receiving feedback.

Common Planning

The Instructional Coach is working with teachers on how to improve instruction. Through modeling and one-on-ones, the instructional Coach works with individual teachers on specific strategies to improve student engagement and academic improvement strategies.

LEAP 2020 Fall Testing

LEAP 2025 Fall testing will happen during the 1st Semester testing in December 2020. Testing will be arranged for the student taking regularly assessed courses this fall.

Asynchronous Learning

We are still working on the Asynchronous Learning Protocols. As we have been working to provide teachers support and tools to appropriately address their learning during this time, we are simultaneously building protocols that will fit IHSNO's expectations.

Special Education Advisory Council

The SpEd team continues recruiting parents to participate in the Special Education Advisory Council. Annually, the school must report to the LDE the disposition of the Advisory Council. We must hold three meetings annually. Links to the meeting are included in the Parent Newsletter.

Financial position

As of October 31, 2020, IHSNO cash balance is \$1,465,400 and a year-to-date deficit of \$182,700, which is underbudgeted by \$15,000. The Reserves Balance is 16.0%, which is more than two times the state's requirements.

Annual Financial External Audit

The 2019-2020 Audit is with the Bernard & Franks, CPA, and expected to be delivered Wednesday, November 18, 2020.

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Payroll Protection Plan Loan Forgiveness Process

IHSNO will only use payroll for the forgiveness process. The finance team is working with Hancock Whitney. The application should be completed by the end of November 2020.

Finance Deadlines and Due Date

- File PPP Loan Forgiveness – extended from October 31, 2020, to November 30, 2020
- 1st Quarterly Report' 20-2021 – October 31, 2020 - Completed
- Annual Financial Report Finalized – October 31, 2020 - Completed
- Audit Finalized – December 31, 2020

School Food Service

We started in-house breakfasts and lunch services on October 24, 2020. Daily lunch count averages about 70 students. Breakfast is available by grab and go from 7:45 AM to 8:00 AM.

The Health Department's visit requires a handwashing station near the cafeteria for students to utilize before entering the cafeteria. The Handwashing station remains on order and will be installed once on-site.

Student Count (Data Submission)

We have run into several issues submitting the October 1 student count. We are working with the LDE as our understanding is there is a challenge on their end. We have verified the closing date of November 17, 2020.

Student Activity

Dual Enrollment

There are 98 dual enrollment course selections for 11th & 12th-grade students for undergraduate admissions

- Forty-nine students are enrolled in Criminal Justice with Southern University at New Orleans undergraduate school.
- Forty-nine students enrolled in an English course with Southern University at New Orleans undergraduate school.
- Six students are enrolled in Operation Spark courses for Fall 2020.
- Three students are enrolled in NOCCA for Fall 2020.

Counseling and Social Work

The Counselors continue working with students to refine their schedules to ensure proper placement in classes and develop their Individual Graduation Plans.

Progress reports have been mailed to parents, and the Progress Reports are available on the PowerSchool platform.

IHSNO will be participating in the Tulane Upward Bound program. We have had eighteen -11th and 12th graders applied.

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Culture & Discipline

The Culture Team is working closely with the Positive Behavior Interventions and Support Coordinator to deliver professional development to implement PBIS in the classroom. The PBIS work is closely related to the work of Capturing Kids' Hearts. Based on the recent visit by CKH, we have considerable work to do to implement CKH and see the benefits desired fully.

The Team is drafting an IHSNO specific handbook. In recent years, we have been relying on NOLA-PS to guide our work. We noted several critical shortcomings using the NOLA-PS guide and are in the process of developing an IHSNO specific Handbook. This document will be available for review in the Spring of 2021.

We did not participate in the Fall 2020 Athletics. We are convening a meeting to determine our participation during Spring 2021. There are several matters to be resolved, including those governed by the Louisiana High School Athletic Association.

Facility Overview

The roofing project is estimated to be completed by September 20, 2020. There was a delay due to rain. Multiple classrooms have sustained ceiling tile damage due to water intrusion during the roof replacement. Those rooms are scheduled to be repaired the week of September 14, 2020.

Basement Renovation is estimated to begin December 2020 – 120-day projected completion. IHSNO has been promised greater involvement in scheduling to minimize the renovation's impact on student learning.

COVID-19 Safety

We are still awaiting the delivery of the water bottle filling stations that they may be installed. The vendor proposes a mid-December 2020 delivery date.

Projects in the Works

- **Short-Term**
 - Door closers to be placed on all classroom and office doors
 - OPSB inspection
 - Installation of the weather station
 - Permanently affixed handwashing basin for cafeteria
 - Working on PM program for the classroom, bathroom, and common areas
 - Asset tracking
 - Inventory
 - Basement renovation
 - Installation of door closers for all classrooms and offices
 - Installation of the weather station
 - Working on Preventative Maintenance Plan

- **Long Term**
 - Paint classrooms
 - Repair/Replacement of interior doors

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- Restrooms need updating – experiencing consistent minor issues
- Long-term facility strategic plan
- Cleaning the façade of the building

Development Strategy & Planning

Grants

Continue to explore options for funding with the grant writer. We are looking to fund the following:

- Computer Lab redesign (use as a study room for students)
- Outfitting IHSNO as a Chromebook campus (450 units needed)
- Expansion

Marketing

Working with the Schulkens team to plan the Annual Gala, Open Houses, Virtual Tours, and other events to increase public awareness and attract students to IHSNO.

Scheduled events for the remainder of the school year:

Spring			
Event	Date & Time	Audience	Notes
Fall Open House	TBA	Prospective students and families	Virtual
TET – Asian New Year	TBA	Students Not open to the public	School Auditorium
Pins & Parents – Bowling	TBD	Parents Administrators	Rock & Bowl on Carrollton
Black History Month	TBA	Students Not open to the public	School Auditorium
Spring Open House	TBD	Potential Students & families	School
Arabic Heritage Celebration	TBD	Students Not open to the public	School Auditorium
Spring Gala - iStudio Planning	April 17, 2021 6:00 PM to 10:00 PM	Students, parents, teacher, board members, community	UNO Ballroom
GiveNOLA	May	Internal & External Stakeholder, a community in general	Online giving
Teacher Appreciation	May	Teachers	School
International Festival	TBD	Students Not open to the public	School Auditorium
End of Year Celebration – Staff	May 2021	Staff & Faculty	TBD
Commencement	May 2021	Students, their families	Xavier University

Future Deliverables:

- Development Plan – in progress
- Gala venue and format

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Technology

The team increased Zoom storage and licenses. This was to accommodate the number of licenses needed for all relevant employees and ensure a 7-day recording capacity.

The team scheduled the required training for the Counselors on building student schedules, automating teacher and course assignments, and creating the master schedule. The 21-hour training happened on November 9-11.

All emails have been added to PowerSchool to provide students and employees access to Schoology, the Learning Management System.

Challenge: speedy response to repair laptops virtually. We need to devise a plan for virtual responses.

Projects in the Works

- **Short-Term**
 - Distance Learning Tech Equipment (exchange of devices)
 - Carbonite installation on administrators' laptops
 - Website update
 - 3-year Tech Plan
 - Inventory update
 - Asset tracking
 - Fall Testing for LEAP 2020

- **Long Term**
 - Chromebook campus
 - Network overhaul – E-Rate funding
 - Tablet cart in some classrooms

COMPLIANCE AND EFFICIENCIES

REMINDER: The Louisiana Board of Ethics requires all board members of Type 2 charter schools to complete the annual Ethics Training, www.ethics.la.gov. Ethics training is mandatory, according to LA. RS 42:1170A. Please submit a copy of your completed certificate to Lynette Lopez. Please have your certificate submitted to the Chief of Staff not later than December 15, 2020.

The Louisiana Association of Public Charter Schools Annual conference is December 2-4, 2000. There is no fee to attend as a member of IHSNO. You can register for the [LAPCS Conference 2020](#) by clicking the [link](#).

Policy Updates

Working the Greater New Orleans Collaborative of Charter Schools, we have an updated Title IX policy, which will be presented at the next Governance Committee for review and adoption.

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ACADEMIC ACHIEVEMENT AND IB FRAMEWORK

Organization

Overall, things are moving along in the right direction. There have been several challenges to overcome. The Academic team is working diligently to push students towards mastery of state standards and working within departments to address problems and concerns. Problems include spotty connectivity in various spots in the building to student management in the classroom.

The Technology team has been working to identify the cause of spotty wireless connectivity. They have designated several faulty or failing portals and are making the necessary adjustments to remedy the matter. The modifications made have mitigated many of the problems. The team will continue to monitor connectivity.

Academic

Baseline assessments & interim assessments have been delayed due to the LDE opening LEAP 360 portal in November instead of August 2020. We will assess our students; however, the overarching shortcoming is the test is only available to students attending school in person. The assessment information will only cover students attending in person and will not assess students attending virtually. The LDE has not devised a manner to provide testing external to school buildings.

IB Learner Profile Traits

Knowledgeable



November — Knowledgeable

I build my knowledge across many subjects through exploration and engagement.

The November IB learning profile is Knowledgeable. The

more we know, the better we are expected to perform. As such, November gives us much to be thankful for. This month we honor those who have served our country in the pursuit of peace. Additionally, the national day of Thanksgiving falls in this month. We learn more about our country and its founding and remain focused on strengthening our resolve to work collaboratively.

State Mandated Tests

First Semester LEAP 2025 assessment takes place on December 14-18, 2020. This is specific to students who have taken courses requiring the state's assessment.

Human Resources

The Leadership Guide is under review for the inclusion of information requested at committee meetings. The document will be available for further consideration in January 2021.

Staff

We have the following positions open:

- Math Teacher



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Safety & Security

This year we have streamlined security resource personnel to assist in securing the campus. Throughout the year, we will adjust the schedule to optimize security coverage and provide a safe campus. We are working with the vendor to ensure that security services are consistent with personnel and substitute personnel as needed.

Coversheet

Report of Governance Committee

Section: II. Governance Committee
Item: A. Report of Governance Committee
Purpose: FYI
Submitted by:
Related Material: International_Renewal 2020.pdf
Charter_Performance_Compact-TEMPLATE.pdf



LOUISIANA DEPARTMENT OF EDUCATION

October 23, 2020

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

Dear Mr. Wilson and Ms. Thomas

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

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

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

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

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

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

In service,

Dr. Cade Brumley, Superintendent
Louisiana Department of Education

Louisiana Believes

LOUISIANA CHARTER SCHOOL PERFORMANCE COMPACT

TABLE OF CONTENTS

1. **Introduction**
2. **Performance Expectations for High-Quality Charter Schools**
3. **Annual Assessment of Performance**
4. **Monitoring and Reporting of Performance**
5. **Accountability Decisions and Interventions**
6. **Appendix A: Annual Review**
7. **Appendix B: Extension and Renewal Standards**
8. **Appendix C: Expansion and Replication Standards**

INTRODUCTION

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

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

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

The Charter School Performance Compact clearly outlines:

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

PERFORMANCE EXPECTATIONS FOR HIGH-QUALITY CHARTER SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

ANNUAL ASSESSMENT AND REPORTING OF CHARTER PERFORMANCE

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

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

Expectation	Area of Annual Review	Types of Measurement	Possible Score
All students, regardless of background, need, or ability, are afforded an educational environment that provides them with opportunities for academic growth and achievement.	Academic	School Performance Score (SPS) and Letter Grade	Letter grade A, B, C, D, F, or T
Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Organizational	Consideration of data related to enrollment of students who are economically disadvantaged and students with disabilities as well as enrollment stability, discipline rates, and special education indicators	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.		Compliance with enrollment, special education, governance, and safety-related laws and policies	
Schools and governing boards responsibly follow all laws, policies, and contractual obligations.			
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	Financial	Performance on annual audits; Financial Risk Assessment; Appropriate use of funds in accordance with law and policy	Meets All Expectations, Meets Most Expectations, or Does Not Meet Expectations

The Annual Review framework can be found in [Appendix A](#).

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

MONITORING OF CHARTER SCHOOL PERFORMANCE

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

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

School Visits

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

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

Systematic Review of Data and Documents

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

Coordinated Monitoring of Federal Programs

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

Monitoring of Financial Performance

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

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

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

ACCOUNTABILITY DECISIONS AND INTERVENTIONS

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

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

1. Ongoing Actions and Interventions

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

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

Accountability Intervention Ladder

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

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

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

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

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

Revocation Review

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

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

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

2. Extensions and Renewals

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

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

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

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

Extension and renewal standards can be found in [Appendix B](#).

3. Charter School Expansion and Replication

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

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

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

The standards for charter school expansion and replication can be found in [Appendix C](#).

APPENDIX A: ANNUAL REVIEW

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

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

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

Academic Performance

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

Organizational Performance

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

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

Organizational Compliance

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

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

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

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

Financial Performance and Compliance

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

APPENDIX B: STANDARDS FOR CHARTER EXTENSION AND RENEWAL

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

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

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

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

APPENDIX C: STANDARDS FOR CHARTER SCHOOL EXPANSION AND REPLICATION

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

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

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

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

Coversheet

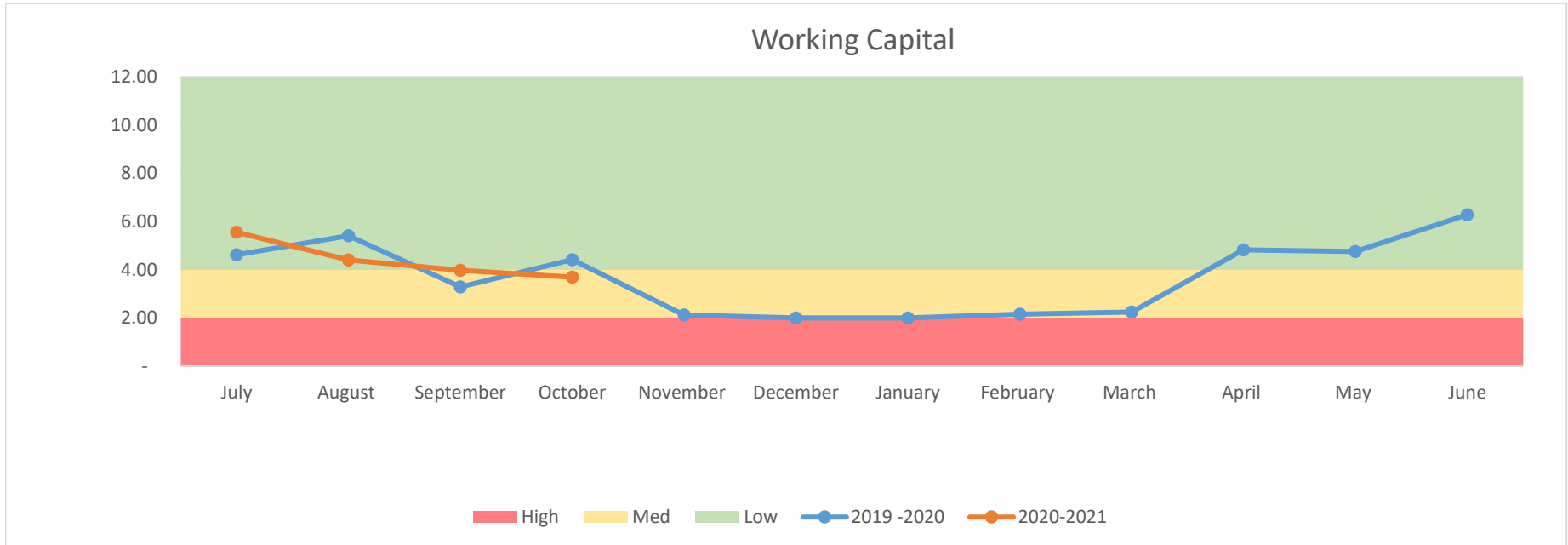
Report of Finance Committee

Section: III. Finance Committee
Item: A. Report of Finance Committee
Purpose: FYI
Submitted by:
Related Material: October 2020 Board Reports.pdf

International High School of New Orleans KPI as of October 31, 2020

Working Capital

	July	August	September	October	November	December	January	February	March	April	May	June	
2019 -2020		4.62	5.41	3.29	4.41	2.12	2.00	2.00	2.15	2.24	4.82	4.76	6.28
2020-2021		5.55	4.41	3.97	3.69								

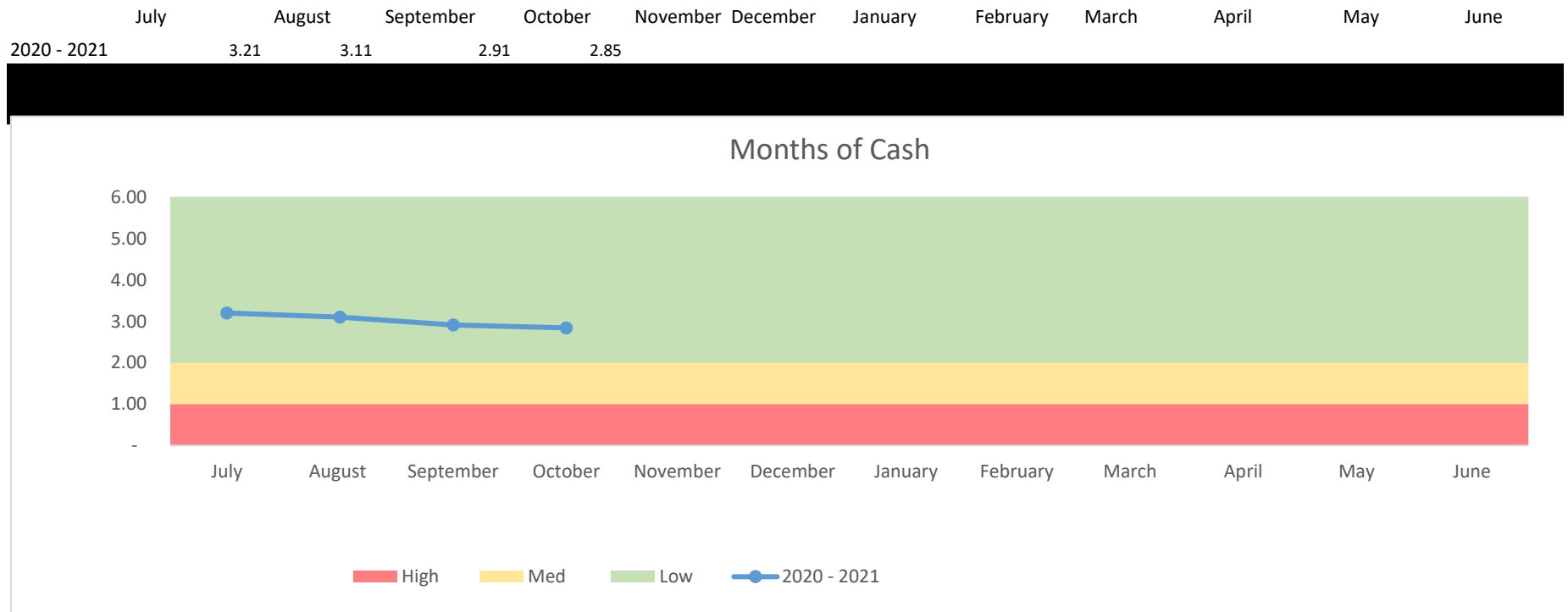


Working Capital indicates IHSNO’s ability to meet short-term obligations. Anything below 1 indicates negative working capital, while, anything over 4 means that organization is not investing excess cash.

High risk is indicated by a ratio of <2, medium between 2 and 4, and low risk is >4. Currently, IHSNO has a working capital ratio of 3.69 at October 31, 2020.

International High School of New Orleans KPI as of October 31, 2020

Months of Cash



Cash Ratio is an indicator of IHSNO's liquidity that measures the amounts of cash there is to cover current liabilities.

High risk according to LAPCS is <1 months, medium risk is between 1 and 2 months, and low risk is >2 months of cash on hand.
IHSNO's Months of Cash ratio is 2.85. With LOC funds included the ratio is 3.62.

International High School of New Orleans

Dashboard

October 2020

Financial Monthly Report

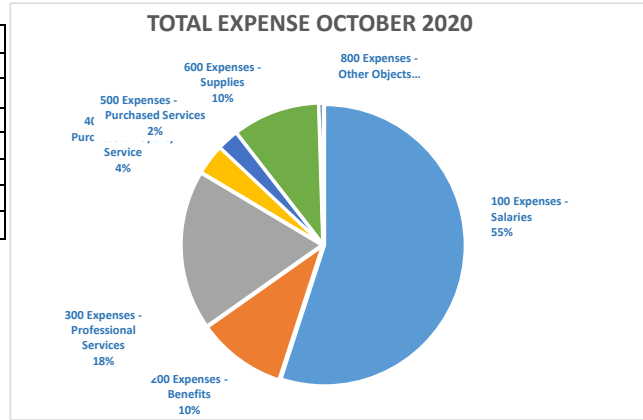
	July	August	September	October
Cash	1,650,952	1,599,788	1,500,054	1,465,381
Line of Credit	400,000	400,000	400,000	400,000
Amount Borrowed	-	-	-	-
Available Funds	400,000	400,000	400,000	400,000
Student Count (Last day of Month)	430	422	421	430
Budget Student Count	450	450	450	450
Total Revenues Year to Date Actual	378,639	886,325	1,264,873	1,695,621
Total Revenues Year to Date Budget	373,267	822,334	1,283,711	1,633,991
Total Expenses Year to Date Actual	310,820	956,049	1,436,460	1,878,332
Total Expenses Year to Date Budget	313,794	900,223	1,441,269	1,832,323
Total Profit Year to Date Actual	67,819	(69,724)	(171,587)	(182,711)
Total Profit Year to Date Budget	59,473	(77,889)	(157,558)	(198,331)
Reserve Balance	1,033,541	895,998	794,135	783,011
Percentage	21.1%	18.3%	16.2%	16.0%

*Reserve calculation

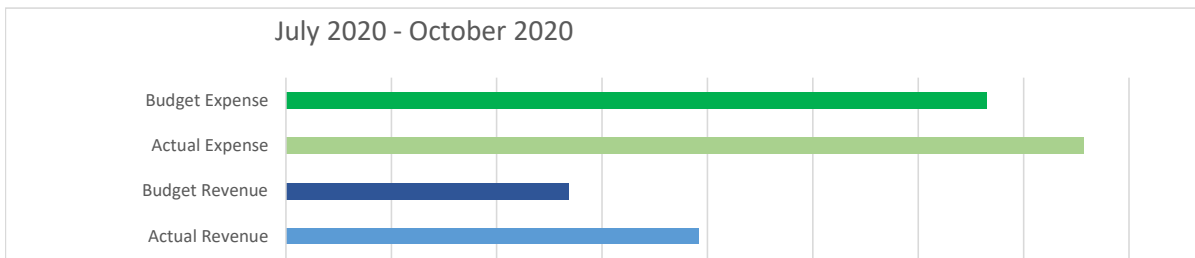
Our Reserve is based on our MFP Budget for 450 students:

General Fund Expenses - Budget 2019 - 2020	4,893,900
Reserve Balance AFR 2019 - 2020	965,722

Total Expenses	
100 Expenses - Salaries	272,845
200 Expenses - Benefits	50,678
300 Expenses - Professional Services	90,896
400 Expenses - Purchased Property Service	17,300
500 Expenses - Other Purchased Services	12,175
600 Expenses - Supplies	49,715
700 Expenses - Equipment	-
800 Expenses - Other Objects	2,382

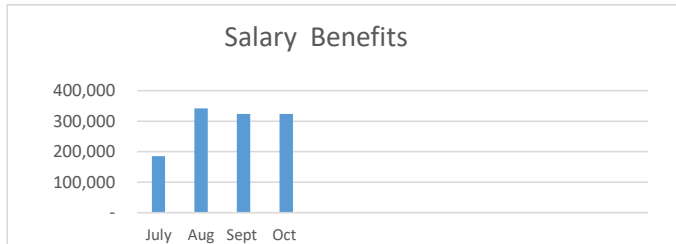


Year to Date	Actual Revenue	Budget Revenue	Actual Expense	Budget Expense
July 2020 - October 2020	1,695,621	1,633,991	1,878,332	1,832,323



Month	Salary Benefits
July	185,639
Aug	342,401
Sept	323,523
Oct	323,523

Professional Development October 31, 2020 Year to Date	
Professional Development Exp	7,515
Professional Development Funds Available	47,985
Professional Development Total Budget	55,500



Coversheet

Report of Academics Committee

Section: VI. Academic Committee
Item: A. Report of Academics Committee
Purpose: Discuss
Submitted by:
Related Material: Academic CMTE Dashboard-2020-1031.pdf

Academic Dashboard

As of October 2020



Initial Diagnostic Scores	9th	10th	11th	12th	TOTAL Avg	Target	Variance
Algebra 1	-				-	275	(275)
Biology	-				-	100	(100)
English 1	-				-	150	(150)
English 2	-				-	275	(275)
Geometry	-				-	100	(100)
US History	-				-	300	(300)

LEAP 360 Interim Assessments	October	January	March	MAP's TOTAL Avg	Target	Variance
Algebra 1	-			-	-	-
Biology	-			-	-	-
English 1	-			-	-	-
English 2	-			-	-	-
Geometry	-			-	-	-
US History	-			-	-	-

LEAP 2025 Assessment	19-2020 Passing	19-2020 College	19-2020 Passing Goal	18-2019 College Goal	Variance	2019-20 Passing	19-2020 College	19-2020 Passing Goal	19-2020 College Goal	Variance
Biology	0.0%	0.0%	84.00%	28.00%	-56.0%	N/A	N/A	84.00%	28.00%	#DIV/0!
English 1	0.0%	0.0%	89.00%	44.00%	-66.5%	N/A	N/A	89.00%	44.00%	#DIV/0!
English 2	0.0%	0.0%	85.00%	47.00%		N/A	N/A	85.00%	47.00%	
English 3	0.0%	0.0%	N/A	N/A	#DIV/0!	N/A	N/A	N/A	N/A	#DIV/0!
Algebra 1	0.0%	0.0%	90.00%	38.00%	-64.0%	N/A	N/A	90.00%	38.00%	#DIV/0!
Geometry	0.0%	0.0%	95.00%	34.00%	-64.5%	N/A	N/A	95.00%	34.00%	#DIV/0!
US History	0.0%	0.0%	74.00%	29.00%	-51.5%	N/A	N/A	74.00%	29.00%	#DIV/0!
TOTAL SAA	0.0%	0.0%	86.2%	36.7%	#DIV/0!	0.0%	0.0%	86.2%	36.7%	#DIV/0!

Academic Dashboard

As of October 2020



LEAP 2025/EOC Assessment	18-2019 Passing	18-2019 College	18-2019 Passing Goal	18-2019 College Goal	Variance	17-2018 Passing	17-2018 College	16-2017 Passing	16-2017 College	15-2016 Passing	15-2016 College
Biology	87.00%	36.00%	90.0%	50.0%	-8.5%	92.5%	48.3%	94.6%	72.1%	85.7%	59.5%
English 1	63.00%	28.00%	N/A	N/A	#DIV/0!	N/A	N/A	N/A	N/A	N/A	N/A
English 2	75.00%	36.00%	95.0%	75.0%	-29.5%	96.7%	80.6%	99.2%	80.3%	92.2%	80.3%
English 3	82.56%	41.28%	100.0%	90.0%	-33.1%	94.1%	85.4%	94.7%	91.5%	97.1%	83.3%
Geometry	94.00%	15.00%	90.0%	50.0%	-15.5%	75.4%	40.2%	78.8%	41.6%	83.3%	50.0%
US History	74.00%	18.00%	100.0%	95.0%	-51.5%	96.9%	65.0%	96.1%	71.6%	89.6%	78.3%
TOTAL SAA	92.3%	31.9%	94.2%	71.7%	#DIV/0!	89.0%	61.7%	91.4%	68.4%	88.3%	67.9%

High School Progress Index	Entry 9th Graders	9th Graders Passing	9th Graders Not Passing	Area of Deficiency	Target	Variance
Math	-			-	275	(275)
English LA	-			-	100	(100)
History/Civics	-			-	275	(275)

Strenght of Diploma Index	IB Program Credits Earned	No. Students Earning IB Credit	% Students Earning IB Credit	Industry Based Credential	No. Students Ind. Based Cred'l	% Students Ind. Based Cred'l	College Credits Earned	No. Students Earning College Credit	% Students Earning College Credit
Math									
English LA									
Science									
History									
World Language									

Academic Dashboard

As of October 2020



Strenght of Diploma Index	Grad. Seniors	Grad. Cohort	Top Gains	Equity Honoree
Math				
English LA				
Science				
History				
Arts				
World Language				

Academic Dashboard

As of October 2020



Enrollment - Grade	2020-21 Projected	2020-21 Seat Target	2020-21 Actual	Variance	Demo	Demo Count	Demo %
9th grade	150	225	109	(41)	Asian	8	2.0%
10th grade	127	150	97	(30)	Black	251	63.7%
11th grade	100	100	96	(4)	Hispanic	113	28.7%
12th grade	92	90	92	-	White	19	4.8%
					Other	3	0.8%
TOTAL ENROLLMENT	469	565	394	(75)		394	100%

ENROLLMENT Programs	Special Education (IEP)	504 Plans	English Language Learners	Dual Enrollment	Industry Based Credential	ACT Supports	After School Tutoring	IB Course Option	Full IB
9th grade	3	6	15	-	-	-	-	-	-
10th grade	10	4	13	3	-	-	-	-	-
11th grade	8	4	18	26	2	-	-	95	21
12th grade	11	1	10	29	-	-	-	10	6
TOTAL ENROLLMENT	32	15	56	58	2	-	-	105	27

Staffing	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Budgeted	Average
AC - Instruction	33.25	34.25			34.00	33.75
AC - Non-Instruction	9.50	9.50			9.50	9.50
AC Admin	6.00	6.00			8.00	6.00
Development	-				1.00	-
Facility	2.00	2.00			2.00	2.00
Finance	2.00	2.00			2.00	2.00
Food Service	2.50	1.50			2.50	2.00
Technology	2.00	2.00			2.00	2.00
Head of School	2.00	2.00			2.50	2.00
Total Employees	59.25	59.25	-	-	63.50	29.63
Teacher Student Ratio	42.75:394	-1:1	#DIV/0!	#DIV/0!	64:1	

Academic Dashboard

As of October 2020



Staffing Changes	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Budget	Average
Academic	-	1				1
Development	-					-
Facilities	-					-
Finance	-					-
Food Services	1					1
Technology	-					-
Head of School	-					-
Total Employees	58	1	-	-	-	2

Professional Development Hours	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Total	Average
Academic	65	50	-	-	115	29
Development	2		-	-	2	1
Facilities	25	5	-	-	30	8
Finance	25	13	-	-	38	10
Food Services	12		-	-	12	4
Technology	60		-	-	60	20
Head of School	50	42	-	-	92	23
Total Hours	239	110	-	-	349	93