



# Voices for International Business and Education

## VIBE Board Meeting

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### Date and Time

Wednesday October 19, 2022 at 6:00 PM CDT

### Location

Community Room  
727 Carondelet Street  
New Orleans, LA 70130

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Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

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### Agenda

#### I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

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

C. Approval of the August 2022 VIBE Board Meeting Minutes

**D.** Approval of the September 2022 Special Board Meeting Minutes

**E.** IHSNO Student Highlight

**II. Guest Presenters**

**A.** New Facility Search Process - Paul Richard

**B.** New Facility Search

Board Resolution:

VIBE Board formally authorizes school search for new facility/expansion

**C.** Strategic Plan Survey Review - Dr. Marc Barnes

**III. IHSNO / VIBE Board Leadership**

**A.** Head of School Report

**B.** Board Chair Report

**C.** Removal of VIBE Board Member - Todrick Carmouche

**IV. Committee Reports**

**A.** Finance Committee - Vote on Quarterly Financials

**B.** Academic Committee

**C.** Facilities Committee

**D.** Development Committee

**E.** Governance Committee

**V. Closing Items**

**A.** Adjourn Meeting

# Coversheet

## Approval of the August 2022 VIBE Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** C. Approval of the August 2022 VIBE Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for 2022 VIBE Board Retreat on August 19, 2022

APPROVED



# Voices for International Business and Education

## Minutes

### 2022 VIBE Board Retreat

Overnight Retreat (Friday Night)

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#### Date and Time

Friday August 19, 2022 at 7:30 PM

#### Location

Canal Street Inn  
3620 Canal Street  
New Orleans, LA 70119

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#### Directors Present

C. Jones, D. Barnes, J. Lampton, K. Dwyer, M. Diaz Fugetta, P. Manson, S. Olivier, T. Winfield

#### Directors Absent

T. Carmouche

#### Ex Officio Members Present

A. Berger

#### Non Voting Members Present

A. Berger

#### Guests Present

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Collette Tippy, F. McKenna

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## **I. Opening Items**

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

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

J. Lampton called a meeting of the board of directors of Voices for International Business and Education to order on Friday Aug 19, 2022 at 7:37 PM.

### **C. Board (Team) Building Activities**

#### Board Retreat Goals

- Getting to know each other and about each other
- Networking
- Sharing of institute knowledge
- understand their goals
- Support our Mission and Vision
- Discuss how we all work together
- Gaining a clear understanding of what it means to be a Board member
- Receiving and understanding their board binder
- Open communication
- Sharing contact information
- Preferred method of communication

#### Social contract

- Mutual respect
- Respectful in communication
- considerate of each other's time
- Using Board on Track to communicate- meeting attendance
- Open communication
- come prepared for the meeting (Review documents before the meeting and come with questions)
- Participate and share knowledge in meetings
- Be physically present (attendance of school events)
- Know roles and expectations as a board member
- For HOS, summarized monthly report- give executive summary
- Efforts
- Engagement
- Willing to provide support for students when needed

## II. Public Comment

### A. Request for Public Comment

No public comments

## III. Closing Items

### A. Adjourn Meeting

K. Dwyer made a motion to to adjourn the meeting.

S. Olivier seconded the motion.

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

#### Roll Call

T. Carmouche Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:17 PM.

Respectfully Submitted,

F. McKenna

# Coversheet

## Approval of the September 2022 Special Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of the September 2022 Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** 2022\_09\_27\_board\_meeting\_minutes.pdf



# Voices for International Business and Education

## Minutes

### VIBE Board Meeting

### Special Meeting

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#### **Date and Time**

Tuesday September 27, 2022 at 6:00 PM

#### **Location**

Community Room  
727 Carondelet Street  
New Orleans, LA 70130

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Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

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#### **Directors Present**

J. Lampton, K. Dwyer, P. Manson, S. Olivier

#### **Directors Absent**

M. Diaz Fugetta, T. Carmouche

#### **Ex Officio Members Present**

A. Berger

#### **Non Voting Members Present**

A. Berger

#### **Guests Present**

Cody Bourque, D. Barnes, F. McKenna, Garrett Landry (remote), J. Carreno, James Davis, P. Recasner, R. Smith, Rowan Stewart, S. Lenahan, T. Winfield

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### **I. Opening Items**

A.



## **Record Attendance and Guests**

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

J. Lampton called a meeting of the board of directors of Voices for International Business and Education to order on Tuesday Sep 27, 2022 at 6:03 PM.

## **II. Expansion of IHSNO**

### **A. Reimagine Grant Presentation**

Presentation Garrett Landry- Reimagine Grant

If delegated authority is not gained, the amendment will go to SIT.

It is necessary to make the decision on whether or not VIBE will vote to definitely expand. Previous conversations indicated that the board can pull out of the expansion at any time. The next steps of the Reimagine grant lends more to the decision that expansion will definitely take place.

There are many schools offering Open Houses currently. However, the cohort that IHSNO is seeking for the 2023-24 SY is 40-50 students only. The building has a capacity of 825 individuals. We would need two classrooms to accommodate the 50 students.

### **B. Material Amendment to VIBE Charter (related to Expansion)**

Reviewed the material amendment.

### **C. Vote on Material Amendment to VIBE Charter (related to Expansion)**

K. Dwyer made a motion to To approve the material amendment as presented.

P. Manson seconded the motion.

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

## **III. Upcoming Meetings/Events at IHSNO**

### **A. VIBE Meetings**

Finance October 18 meeting 12 pm (lunch meeting)

### **B. IHSNO School Activities**

October 5 College Fair

## **IV. Closing Items**

### **A. Adjourn Meeting**

K. Dwyer made a motion to Adjourn the meeting.

S. Olivier seconded the motion.

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

# Coversheet

## Head of School Report

**Section:** III. IHSNO / VIBE Board Leadership  
**Item:** A. Head of School Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CEO Report 2022.08.docx  
CEO Report 2022.0905.docx  
2022-2023 IHSNO Pupil Progression Plan - signed.pdf  
IHSNO Ready to Achieve 2022-2023 - Final.pdf



# CEO Report

August 2022

The International High School of New Orleans' mission 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.

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## Dates to Note

September 5: Labor Day (School Closed)  
September 7: Parent Common App Road to College Expo  
September 13: LDOE Annual Site Visit; Back to School Night  
September 21: 6 Weeks Progress Reports Issued  
September 28: IHSNO-UTNO Collective Bargaining  
September 29: Senior Parent Meeting  
October 4: IHSNO-UTNO Collective Bargaining  
October 5: IHSNO College Fair  
October 10: Quarter 2 Begins  
October 19: Hispanic Heritage  
October 13-14: Fall Break

## Overview

During the month of August, we recognize the IB Learner Profile Trait, Open-Minded. As open-minded individuals, the IHSNO community understand and appreciate, not only their own points of view, but also the views and values of others. This is an essential trait to have at IHSNO, as we welcome people, traditions, values, and ideas from around the globe.

At the beginning of the month, we welcomed all academic staff back to the campus. Five days of professional development and classroom activities were planned to prepare for the return of our students. Upon student return, the staff of IHSNO was prepared to take our students and hit the ground running.

The focus of the HOS office was to hire the right staff and prepare the school for another successful year, including insurance policies, safety, staff benefits, payroll, union business, and much more. Our doors opened with over 420 students. After necessary drops, our month ended with 412 students.

## Events

### Completed Events

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

**Senior Common App Workshop:** 80 seniors attended the workshop and had the opportunity to ask questions about the platform. Seniors created a common app account, to learn about required courses to graduate, ACT, and SAT registration, grade tracking in PS, college admissions, protocols for meeting with the senior counselor, and letters of recommendation.

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

**Schedule Day:** On August 8<sup>th</sup>, all students came to the school during their scheduled time to receive their schedules, information on transportation, uniforms, classes, and other orientation information.

**First Day of School:** First day of school was divided into Freshman Academy and all other classes. Freshman Academy was held on August 9<sup>th</sup>. Ninth grade students were able to learn more about the school, meet their teachers,

## COVID-19

IHSNO continues following CDC guidelines of masking recommended while on campus, but there is no mandate. We have a rise in COVID-19 cases on campus from staff and students compared to last month. Each case is handled following CDC requirements, notifying them of the 5 day quarantine period. We will continue providing weekly on-site COVID-19 testing. Summer testing has been updated to Thursdays from 2:30 to 4:30 pm. All staff and families are notified weekly of the number of cases on campus. The COVID policy that was bargained with UTNO has not been updated.

## Hurricane Preparedness

This hurricane season is predicted to be an above-normal Atlantic hurricane season by NOAA with 65% chance of above-normal season, and a 25% chance of a near-normal season. As such, we need to be prepared to act should a storm become a threat to the city of New Orleans. We have formed a Hurricane Planning committee and have begun meeting to gain clarity on our roles and responsibilities, creating our checklists for the season, creating our emergency phone tree, and discussing the NOLA PS storm objectives. IHSNO will remain vigilant and up to date on storm preparation. To date, we have had no threats to IHSNO or the City of New Orleans.

## Academics

The month of August marked the beginning of the school year for students and faculty alike. There were several projects throughout the month, including Schedule Day, Freshman Academy, and the first days of school for students. New teachers were onboarded, attended Capturing Kids Hearts training, and attended Beginning of Year (BOY) Professional Development along with returning staff members. This month students completed diagnostics, level-up classes, and, unfortunately, dropped students who did not come to school. The Principal and Assistant Principal are learning their roles the various systems.

## Finance

As of August 31, 2022, the cash balance in the checking account is \$944,852.76 and \$80,000.00 in the Anybill clearing account for a total cash and cash equivalents balance of \$1,024,852.76. The MFP for August 2022 is \$380,907.00 based on a student count of 389. The reserve balance as of August 31, 2022, is \$ 666,659.33 or 14.2 % of General Fund Expenses. At the end of the month there were 3 receivables totaling \$2 1,762.00 and 36 accounts payable totaling \$182,928.87 with most items being paid after August 31,2022.

## Operations

### Facility

Facility projects for August focused on beginning-of-year classroom setup, routing for transportation, and kitchen setup.

The Kitchen was transformed to a full cooking kitchen (refurbished steamer, and serviced each appliance, encapsulated plumbing from room 208 above. After, the DHH Health Inspection was passed to begin cooking in the kitchen.

IHSNO has begun a Jazz Program through Jazz Empowers. The program includes students learning how to play instruments. To fulfill the requirements of the grant, IHSNO had to provide a space to hold practice and store the instruments. As such, a room in the basement was transformed to a music space. The team installed carpet, shelving, a new wall, and new outlets.

### Food Service

We partnered with Sodexo for the breakfast and lunch program. The food has been better received by students and staff. There is now a Salad Bar and Potato Bar. In addition, we will soon roll out a pasta bar and nacho bar. The new food service also includes Wednesday Snacks. As Wednesdays are short days, students get a bagged lunch at the end of the day. With Sodexo, we have created a break time in the schedule for a nutritious snack between classes. Finally, the lunch menu has been added to the website for easy access.

### Transportation

IHSNO has partnered with Donovan again this school year. There are 7 buses with varying routes including Jefferson Parish.

### Safety and Security

For safety, the team set up the metal detector at the front entrance for the first day of school. We also purchased new wands for the side entrances. All staff received a fob for entry through external doors. All doors are kept locked for the purpose of security.

A fire drill will be held within the first 30 days of school. It is planned for first week of September.

IHSNO Admin team attended the School Safety Summit in Baton Rouge on August 4<sup>th</sup>. There, the school learned of potential partnerships with CrimeStoppers for the Safe School App and Rave for the Panic Button. They will be installed and ready to use by the close of September. Finally, the crisis plan has been updated for the new school year.

## Development

### Grants/Fundraising

Several teachers were using GoFundMe and Donors Choose to request supplies for their classes. The Director of Development thought it would be better to come from the school rather than individual teachers. As such, he assisted staff with GoFundMe and Donor Choose pages. Several teachers are participating and receiving donations.

IHSNO received a grant last school year for a Media center. The initial inspection for the media center is now complete. We are currently waiting on bids for the initial construction and equipment. Development will work with the Operations team to get this piece completed.

The Jazz Empowers class has begun. The teacher comes to the school every other day to work with the 15 students. The began by unpacking the instruments and getting to understand a bit of music theory.

Good Sports Foundation has a grant available to fund athletics. IHSNO will apply to receive 95% off sports equipment.

### Marketing/PR

Representatives from the Downtown Development District welcomed our students on the first day of School. They made signs and send well wishes to our students as they walked up or exited the school bus.

The Development Director has been working on building up the alumni of IHSNO group. The group will have their own website to link to and find out all the great things happening at IHSNO.

Development has been working on improving IHSNO's Social Media presence. Posts are being made almost daily to showcase the great things happening at IHSNO.

IHSNO is working on hosting a Gumbo Cook-Off on December 3<sup>rd</sup>. This will align with the Crew of Jingle Parade put on by the Downtown Development District and will increase IHSNO's presence in the community.

### Recruiting

IHSNO is planning the 2022 Fall Open House. Open House will be held in November and will follow the traditional Open House agenda for IHSNO. We are asking Board members to attend to welcome guests.

IHSNO will be participating in various recruitment events at the surrounding schools. We are reaching out to middle schools for an invitation to high school fairs they may have or just to come in and speak with the 8<sup>th</sup> graders about opportunities at IHSNO.

### Information Technology

During August, the IT department focused on ensuring technology is ready for the returning staff and students. Below is a list of a few tasks that were completed during the time:

- Refresh and sanitizing of all devices
- Creation of account for new staff and students (Email, Schoology, PowerSchool)
- Reorganization of Org Units in Google Admin
- Order of new hotspots with ECF funds
- Order Supplies (Copier Paper, Toner)
- Prep classroom technology (Inspect Access Points, Smartboards)
- Fix Data Issues for PowerSchool and Performance Matters.

Overall, August has been a busy month as the department works out all the issues to get all staff and students to settle in with technology.



Compared to last and this August, both had a total of ticket requests of around 60. At the beginning of the school year, the number tends to be on the higher end as all staff and students settle in with their technology needs. In the next month, we should decrease ticket requests to around the 35 range, which is near the average amount of ticket requests that the IT department receives. The reason for the predicted decrease is the drop in the numbers of hardware and copier requested.

There has been a finding that the bills for Internet and Phone service have not been paid on time. With this, late fees have been accrued and bills have been paid in the current month rather than the month the payments were due.

## Human Capital

### Personnel

On the Academics Team, the following vacancies are open:

- 2 Social studies teachers
- 1 social worker
- 1 math and science interventionist

In the Head of School's Office, Fanny McKenna, Chief of Staff was hired this month. She has been instrumental in organizing the department and ensuring policies and procedures are put into place.

## Reimagine IHSNO

Material Amendment to increase grade bands approved by VIBE board (even with last minute need from state after the fact with notice that the category of increased enrollment of 125% be included.

Change Management Plan (Phase I deliverable) submitted to the Louisiana Department of Education (LDE). The MYP Project Coordinator (MYPPC) and technical assistance provider continued working though the material amendment process needed to add grade bands to the organization along with a possible alternative for physical space discussed by advisory committee members.

Technical Assistance Guidance for phase II was released, outlining the support and cost for the phase that includes deep project management assistance from Empower Schools.

The Phase 1 (P1) Deliverables LDE Acceptance was on 8/31/2022. This included the Change Management Plan and the Stakeholder Engagement Plan. We are awaiting scores from Louisiana Department of Education.

Advisory Committee Meeting #3 was held on 8/22/2022. During the meeting, we reviewed the change management plan and added input from the committee members.

## LDOE

The 2021-2022 CDF End of Year Expenditure Report has been submitted this month. The 2021 Career Development Funds (CDF) were used to support students' participation at the New Orleans Career Center (NOCC). The past fiscal year 42 students attended NOCC and were able to participate in one of the following programs: Medical Assistant, Pre-Nursing, Engineering, and Hospitality/Culinary.

## Highlights

### Employee of the Month:

The employee of the month for August-Open-Minded is Mrs. Amber Carpenter. Amber is a new teacher at IHSNO in the Science Department

### Students of the Month



# CEO Report

September 10, 2022

The International High School of New Orleans' mission 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.

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## Dates to Note

September 5: Labor Day (School Closed)  
September 7: Parent Common App Road to College Expo  
September 13: Back to School Night  
September 15: Parent Conferences (6 Weeks)  
September 20: Athletics Physicals  
September 21: 6 Weeks Progress Reports Issued  
September 28: IHSNO-UTNO Collective Bargaining  
September 29: Senior Parent Meeting  
October 4: IHSNO-UTNO Collective Bargaining  
October 5: LDOE Annual Site Visit; IHSNO College Fair  
October 10: Quarter 2 Begins  
October 19: Hispanic Heritage  
October 13-14: Fall Break

## Overview

During the month of September, we recognize the IB Learner Profile Trait, Inquirer. As inquirers, the IHSNO pursues curiosity by researching answers to questions. Questioning, critical thinking, and the creative development of knowledge through inquiry empowers students and adults alike to follow their sense of wonder into new discoveries.

During this month, we worked on refining systems and structures to have a successful year. The focus of the HOS office was to comply with the requests of the Louisiana Department of Education Requests for information. After drops and transfers, our month ended with 387 students.

## Events

On September 13<sup>th</sup>, IHSNO was scheduled to have the Annual Site Visit by Louisiana Department of Education. The morning of the visit, the visit was postponed to October 5<sup>th</sup>.

On September 14, 2022, IHSNO participated in Judges in the Classroom. Students enrolled in Civics attended a presentation by Judge Nakisha Ervin-Knott who discussed the US Constitution, the 3 branches of government, the judiciary system, and voting. She also discussed topics for teens such as drug/alcohol abuse, DWI/DUI/texting while driving, cyberbullying, and sexting, and the legal consequences for those actions. The session ended with a question-and-answer session.

## COVID-19

IHSNO continues following CDC guidelines of masking recommended while on campus, but there is no mandate. We have a rise in COVID-19 cases on campus from staff and students compared to last month. Each case is handled following CDC requirements, notifying them of the 5-day quarantine period. We will continue providing weekly on-site COVID-19 testing. COVID testing continues to take place on Thursdays from 2:30 to 4:30 pm. All staff and families are notified weekly of the number of cases on campus. The COVID policy that was bargained with UTNO has not been updated.

## Hurricane Preparedness

IHSNO will remain vigilant and up to date on storm preparation. To date, we have had no threats to IHSNO or the City of New Orleans.

## Academics

The Month of September had multiple state deadlines that required a lot of planning with the leadership team. We completed the Ready to achieve plan that provides guidelines for possible school closings or different learning modes like a hybrid, in-person or asynchronous. We also finalized the Academic Recovery and Acceleration plan which guides planning for various academic and facilities areas to reduce the achievement gap. This month brought huge challenges related to yellow bus transportation that impacted student attendance. This month we started preparing for the Hispanic Heritage Celebration with assembly preparation and dress-down. We hosted our second Houses assembly where team Khayal came out in first place.

## Curriculum and Instruction

**Instructional Support:** Progress Learning, a web-based program, provides a comprehensive, standards-aligned instructional resource, provides innovative, high-quality, tech-enabled education solutions, progress monitoring, and standards-aligned content. The instructional coach trained all LEAP course teachers on how to use the program as an instructional and assessment tool for LEAP classes. Utilization of Progress learning main goal is to increase LEAP scores. All Math, ELA, SS, Science, ESL teachers along with w/the Remediation Specialist received training. The ESL department was added to the training to start remediation. The Remediation Specialist was added to the training to provide students one-to-one support for LEAP prep. The expectation is that all LEAP teachers use the program with fidelity as they know how to access and create tailored assignments that aligned with the skills taught in class.

**ACT testing:** Seniors, juniors, sophomores, and freshmen registered for the September ACT test date. A total of 101 students registered for this test.

**Senior Common App:** After the senior common app workshop, 28 students submitted their college applications. The counselor is working on a FERPA waiver for application fees, school report, and fee waiver.

**IGP meetings:** 12th-grade counselor had 28 IGP meetings in the month of September. Parents are aware of the courses required to graduate and signed the IGP. There are 62 IGP meetings scheduled for October.

**MYP implementation:** IB Coordinator is working with other team members to discuss plans to include MYP in the 9th and 10th grades. IB leadership members will plan to engage all stakeholders to find the best option to roll out MYP. The request for MYP candidacy application is now open. IB Coordinator is on track to submit the application by Oct 15th. Section A with school profile has been completed along with progress made in required HOS training by IB Coordinator

**DP 5-year evaluation:** The first eval committee meeting was held on Sep 15th. The team members discussed elements from the evaluation and areas of growth to consider. The team chose policies and procedures that need to be revised. Those policies and procedures include the Language Policy, Access and inclusion, the IB Handbook, the Student and Parent grievance process, and Academic integrity

## Reimagine IHSNO

The Material Amendment to increase grade bands has been approved by VIBE board. The Change Management Plan (Phase I deliverable) submitted to the Louisiana Department of Education (LDE) received a 3 rating, the highest possible rating. The MYP Project Coordinator (MYPPC) and technical assistance provider continued working through the material amendment process. Extensive work on the Specific Program Design has begun for the next deliverable.

We are continuing to have productive weekly check-ins toward the deliverables. We have highlighted that the VIBE Board approved the resolution during a special meeting. VIBE Board resolution formally endorsing the addition of 8th grade is now recommended by the board following the adoption of the material amendment.

## Finance

As of September 30, 2022, the cash balance in the checking account is \$740,060.52 and \$80,000.00 in the Anybill clearing account for a total cash and cash equivalents balance of \$820,060.52. The MFP for September 2022 is \$370,907.00 based on a student count of 389. The reserve balance as of September 30, 2022, is \$ 478,241.00 or 10.3 % of General Fund Expenses. At the end of the month there were 3 receivables totaling \$22,472.31 and 18 accounts payable totaling \$211,896.72 with most items being paid after September 30,2022.

## Operations

### Facility

The month was met with some major challenges. On September 18, 2022, an intruder entered the building at 3:39 am. He entered by breaking the glass in the side door of the courtyard. The police was called, yet the item number was not received until September 28<sup>th</sup>.

Separately, the POD on campus was discovered open on September 25, 2022. K. Davis responded to close and lock the POD only to find that the lawnmower was missing.

### Transportation

On September 21st Donovan Transportation was grounded by the New Orleans Transportation Bureau. Multiple communications were sent to families to engage them in the conversation of a new bus company and the possibility of changing the schedule to secure a transportation company. In the meantime, we provided RTA passes to students who ride the Yellow Buses. We discovered that many parents are uncomfortable with their students riding the RTA or arriving home late.

Currently we are in the process of finding an alternative bus service provider. The options point to a schedule change that will affect students' and staff's reporting times and schedules.

## Safety and Security

We had two fire drills in the month. The first, on September 9<sup>th</sup> was school initiated. The building was cleared in 4 minutes. The second was initiated by the Fire Marshall on September 20<sup>th</sup>. The building was cleared in 3 minutes.

## Development

There were great things happening in the Development Department. The Alumni Newsletter was completed. Preparations are underway for the IHSNO Fall Open House. There was a boost in IHSNO's social media presence. On Instagram we reached 1,599 accounts which were up 58%, 433 accounts were engaged which was up 53%, and we now have 644 followers which is up 3% in one month.

There was good exposure in the Downtown Development District newsletter. We received new swag for school fairs, presentations, and Open House. Represented IHSNO at first school fair.

## Information Technology

During September, IT Director, K. Vo resigned. IHSNO has found technology companies that will provide all technology needs while working directly with the school. IHSNO is in conversation with Erate to determine how to engage a technology company.

## Human Capital

### Personnel

#### **Hiring and interviewing:**

The following vacancies need to be filled in Academics

- 1 school counselor 9th-10th grade
- 1 social worker
- 1 math and science interventionist
- 1 Dean of culture
- 1 Administrative assistant

The HOS Office has an opening in IT. Due to the intricacies of IT and the specialized skills needed to fulfill the technology needs of a school, IHSNO will not fill the role of IT Director and will engage a full-service technology company.

## Professional Development

Multiple Professional Development sessions were devoted to Trauma-Informed Workshops. These training sessions teaches educators to understand a person's life experiences to develop relationships and engage in academic learning. These learning sessions will help foster a school climate where students feel safe and confident in their learning environment. Educators will be able to differentiate between trauma-induced behavior and appropriate behaviors and connect better with students.



## LDOE

The Pupil Progression Plan was completed and submitted to the Louisiana Department of Education. The plan outlines the policies for students to progress through and out of high school.

**The** Ready to Achieve 2022-2-23 plan was submitted to the Louisiana Department of Education. To complete the document, departments collaborated and reviewed past protocols during different learning modes adopted throughout the pandemic. With the lessons learned during Covid-19, we can be prepared for unforeseen school closings and know the expectations for teachers, students, and families in virtual, blended, or in-person learning.

The 2022-2023 Academic Recovery and Acceleration Plan, formerly known as Strong start, was completed, and submitted to the Louisiana Department of Education. Working collaboratively with the department leaders brought a sense of ownership and collective responsibility for the initiatives and outcomes to help reduce the achievement gap.

# **2022-2023 Pupil Progression Plan**

**Local Education Agency:**

**VOICES FOR INTERNATIONAL BUSINESS AND EDUCATION**

## Background and Purpose

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

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

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

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

Questions about this document should be directed to [PPP@La.Gov](mailto:PPP@La.Gov)

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## Placement of students in kindergarten and grade 1

### Kindergarten

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

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

### Grade 1

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

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

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

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

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

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

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

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

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

## Promotion of students in grade 3

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

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

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

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

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

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

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

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

## Promotion of students in grade 4

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

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

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

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

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

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



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

### Regular Grade 8 Promotion

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

### Grade 8 Promotion Waivers

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

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

### Transitional 9<sup>th</sup> Grade

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

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

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

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

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

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

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

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

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

## **High school promotion and transition considerations**

### **Instructional Minutes**

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

### **Individual Graduation Planning**

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

### **Financial Aid Planning**

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

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

### **Early Graduation**

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

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

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

### **Credit Recovery Courses and Units**

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

## NCAA Update

### Nontraditional Courses

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

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

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

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

### Information for school administrators

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

### LHSAA Academic Credit Policy

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

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

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

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

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

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

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

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

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

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

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

## **Placement of transfer students**

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

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

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

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

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

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

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

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

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

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

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

## Support for students

### School year support

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

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

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

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

### Summer remediation

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

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



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

### **Support Standard for Grades Kindergarten-3**

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

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

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

### **Promotion and placement of certain student populations**

#### **Students with disabilities**

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

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

#### **English learners**

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

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

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

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

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

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

### ***Placement of English Language Learners***

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

### ***Academic Remediation***

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

### ***Summer Remediation Program***

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

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

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

### ***Remediation for State Assessment***

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

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

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

## Alternative education placements

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

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

### Overage Students

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

### Homebound Services

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

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

## Due process related to student placement and promotion

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

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

### **Regular Education Students**

Grade classifications are:

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

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

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

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

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

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

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

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

### **Due Process for Placement**

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

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

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

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

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

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

***Students with disabilities***

*Due Process for Placement*

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

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

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

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

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

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

*Grade classifications for inclusion are:*

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

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

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

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

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

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

## **Additional LEA policies related to student placement and promotion**

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

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

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


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



## LEA assurances and submission information

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

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

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

Superintendent

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

Board President








# 2022-2023 IHSNO Pupil Progression Plan

Final Audit Report

2022-09-08

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*Ready to Achieve!*

## 2022-2023 Operational Plan

International High School of New Orleans



**International High School of New Orleans**

727 Carondelet Street

New Orleans, LA 70131

[Ihsnola.org](http://Ihsnola.org)

504.613.5703



Dear IHSNO Community,

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

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

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

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

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

With gratitude,

*Dr. A. Berger*

Adierah Berger, MPH, Ed.D  
CEO and Head of School  
International High School of New Orleans



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## POLICY GUIDANCE

### CDC, BESE, OSHA, and LDH Guidelines

Louisiana State Department of Health:

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

Louisiana Department of Education (LDOE):

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

City of New Orleans and the New Orleans Health Department:

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

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

### Expectations for employees to return to campus

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

#### Accessing the campus

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

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

#### Mask and face-covering requirement

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

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





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

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

## SCHOOL OPERATIONS

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

### Safeguarding our community

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

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



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

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

Appropriate cleaning supplies will be made available to employees

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



	bottle filling machines are available, but should be used minimally
--	---

### Face Coverings

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

### Social Distancing

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

### Personal Hygiene

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

### Clean and Disinfect More

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

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

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

- The school will be cleaned and disinfected more often



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

## MONITORING FOR COVID-19 SYMPTOMS

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

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

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

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

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

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



### On Campus Isolation

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

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

### Quarantine

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

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

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

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

- You may return to school in 5 days



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

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

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

Employees or students do not need to quarantine if:

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

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

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

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

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



### Return to campus for asymptomatic positive COVID-19 persons

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

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

### Reporting Requirements

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

### Vaccination Status

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

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

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

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

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

## INSTRUCTION

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

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

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

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

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

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





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

### Attendance

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

### Social Distancing and Group Sizes

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

### Student Transition and Pull Out

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

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

### Technology

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

- We will be a 1:1 device school



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

### Social and Emotional Supports

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

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

## SCHOOL OPERATIONS

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

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

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

### Physical Standards

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

### Facility Requirements

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



## INSTRUCTION

### In Person Instruction

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

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

### School Hours and Bell Schedule – In-Person

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

### In-Person Instructional Expectations- Students

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



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

#### In-Person Instructional Expectations- Teachers

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

#### Hybrid Instruction

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



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

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

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

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

#### School Hours and Bell Schedule - Hybrid

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

#### Hybrid Instructional Expectations- Students

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



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



### Hybrid Instructional Expectations- Teachers

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

### Virtual Instruction

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

### Synchronous and Asynchronous Instruction

School Hours and Bell Schedule - Virtual

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



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

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

#### Virtual Learning Instructional Expectations- Students

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





### Virtual Learning Instructional Expectations- Teachers

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

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

Student expectations for asynchronous learning include the following:

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

Staff expectations for asynchronous learning include the following:

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



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

## STUDENT SUPPORTS AND INTERVENTIONS

### How to Support Students During All Phases

#### Student

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

#### Parent

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

#### Teacher Expectations

- Provide intervention or tutoring sessions as needed.



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

### Special Education

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

### Section 504

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

### English Learners

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

### Mental Health Supports

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



## TRANSPORTATION

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

### In Person Learning

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

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

### Hybrid Learning

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



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

### Virtual Learning

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

Busses will not be in service during virtual learning

### FOOD SERVICE

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

#### In Person Learning

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

#### Hybrid Learning

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



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

### Virtual Learning

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

## EXTRA-CURRICULAR ACTIVITIES

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

### In Person Learning

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

### Band and Vocal Music:

Band and vocal activities will be conducted as normal.



Field Trips:

Field trips can occur as normal with recommendations for masking.

Athletics

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

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

Hybrid Learning

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



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

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

Virtual students will be allowed to practice virtually.

**Field Trips:**

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

Virtual field trips will be made available when possible.

**Athletics**

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

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

**Virtual Learning**

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

**Band and Vocal Music:**

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

**Field Trips:**

Virtual field trips will be prioritized.





## Athletics

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

## REQUIRED TRAININGS AND POSTINGS

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

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

## Complaints, Reporting, and Disciplinary Action

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

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

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

## VENDORS/PARENTS/VISITORS/GUESTS ON SCHOOL CAMPUS

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



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

# Coversheet

## Finance Committee - Vote on Quarterly Financials

**Section:** IV. Committee Reports  
**Item:** A. Finance Committee - Vote on Quarterly Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Q1 2022 Financial Board Reports (Package) (1).pdf  
IHSNO - Monthly Presentation - September 2022.pptx  
September 2022 Financial Board Reports V2.xlsx  
IHSNO - Supplemental Report - September 2022.xlsx



## September 2022

### **Notes to the Financial Statements**

As of September 30, 2022, the cash balance in the checking account is \$740,060.52 and \$80,000.00 in the Anybill clearing account for a total cash and cash equivalents balance of \$820,060.52. The MFP for September 2022 is \$370,907.00 based on a student count of 389.

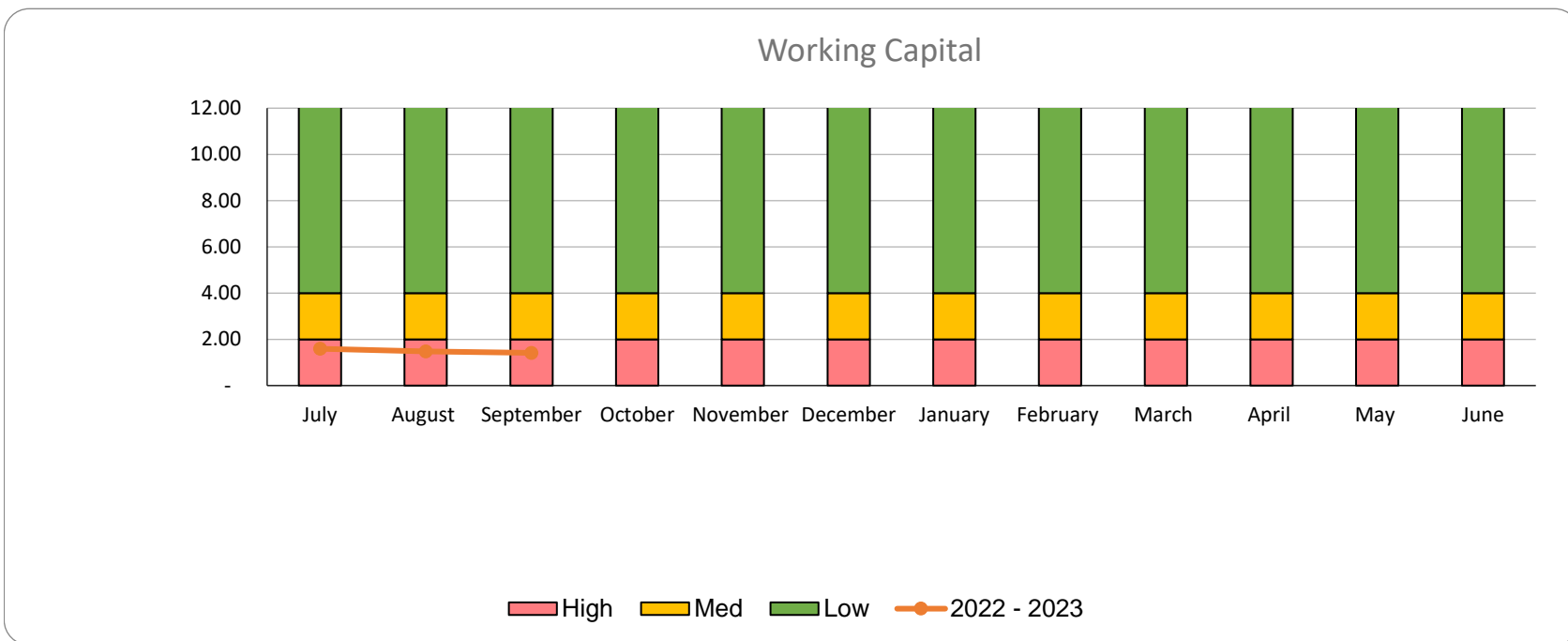
The reserve balance as of September 30, 2022, is \$ 478,241.00 or 10.3 % of General Fund Expenses. At the end of the month there were 3 receivables totaling \$22,472.31 and 18 accounts payable totaling \$211,896.72 with most items being paid after September 30,2022.

### **Accounts selected for Review**

The following accounts have been selected for further review. The selection process consists of all Object Code totals (accounts 100, 200, 300, 400, 500, 600, 700 and 800) with a budget variance greater than 10% for both over budget and under-budgeted dollar amount exceeding \$30,000. If the total for the object item is greater than 10% budget variance and the dollar amount exceeds \$30,000 then each account in the object category will be reviewed for accounts with a budget variance of 10%. The accounts that meet the criteria will be reported in the following notes.

# Working Capital Ratio

	July	August	September	October	November	December	January	February	March	April	May	June
2022-2023	1.59	1.47	1.42									

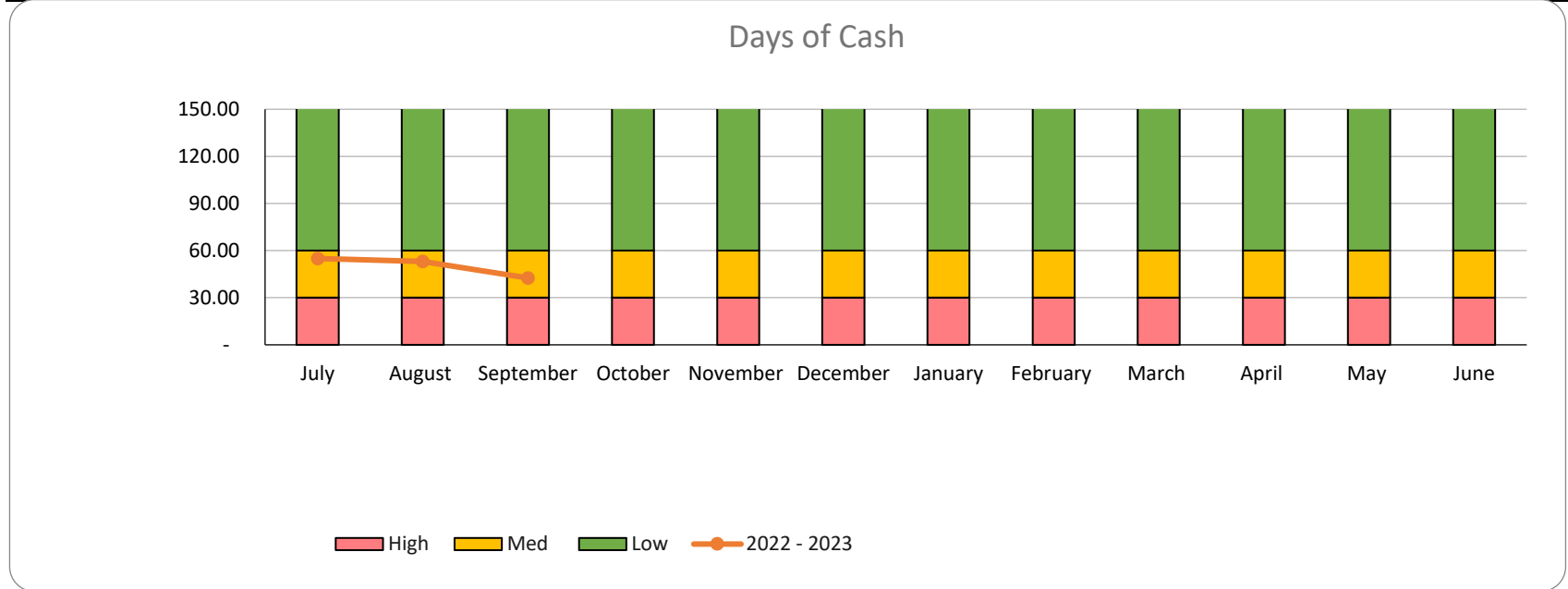


Working Capital indicates IHSNO's ability to meet short-term obligations. Anything below 1 indicates negative working capital, while, anything over 4 means that organization is not investing excess cash.

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 1.42 as of September 30, 2022

# Unrestricted Days Cash on Hand

	July	August	September	October	November	December	January	February	March	April	May	June
2022 - 2023	55	53	43									



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 <30 Days, medium risk is between 30 and 60 days, and low risk is >60 days of cash on hand.  
 IHSNO's Days Cash on Hand ratio is 43 With LOC funds included the ratio is 63 days

International High School of New Orleans Dash Board September 2022

**Financial Monthly Report**

	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Cash	1,060,362	1,021,306	820,061									
Line of Credit	400,000	400,000	400,000									
Amount Borrowed	-	-										
Available Funds	400,000	400,000	400,000	-	-	-	-	-	-	-	-	-
Student Count (Last day of Month)	386	386	386									
Budget Student Count	397	397	397									
Total Revenues Year to Date Actual	\$ 370,945.53	\$ 773,364.73	1,181,258									
Total Revenues Year to Date Budget	\$ 556,770.00	\$ 1,124,434.55	1,692,099									
Total Expenses Year to Date Actual	\$ 351,881.13	\$ 745,054.07	1,341,365									
Total Expenses Year to Date Budget	\$ 590,520.01	\$ 1,181,040.02	1,771,560									
Total Profit Year to Date Actual	19,064	28,311	(160,107)									
Total Profit Year to Date Budget	(33,750)	(56,605)	(79,461)									
Reserve Balance	\$ 657,413.07	\$ 666,659.33	478,241									
Percentage	14.1%	14.3%	10.3%									

## International High School of New Orleans Balance Sheet As of September 30, 2022

	Jul 2022	Aug 2022	Sep 2022
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Bank Accounts</b>			
10000 Cash and Cash Investments	0.00	0.00	0.00
1000100 Clearing	0.00	0.00	0.00
1011000 Cash in Bank	980,361.77	941,305.76	740,060.52
<b>Total 10000 Cash and Cash Investments</b>	<b>\$ 980,361.77</b>	<b>\$ 941,305.76</b>	<b>\$ 740,060.52</b>
1000999 Anybill Clearing	80,000.00	80,000.00	80,000.00
1010100 Petty Cash Bank	0.00	0.00	0.00
2001100 Payroll Clearing	0.00	0.00	0.00
<b>Total Bank Accounts</b>	<b>\$ 1,060,361.77</b>	<b>\$ 1,021,305.76</b>	<b>\$ 820,060.52</b>
<b>Accounts Receivable</b>			
1530000 Accounts Receivable	48,269.79	32,274.31	22,472.31
<b>Total Accounts Receivable</b>	<b>\$ 48,269.79</b>	<b>\$ 32,274.31</b>	<b>\$ 22,472.31</b>
<b>Other Current Assets</b>			
10160 Prepaid Salary	0.00	0.00	0.00
1020000 Undeposited Funds	0.00	0.00	0.00
1810000 Prepaid expenses	0.00	0.00	0.00
1812800 Expense	0.00	0.00	0.00
1813000 Benefits	0.00	0.00	0.00
1814000 Insurance	75,956.26	69,051.15	62,146.04
1815000 License	0.00	0.00	0.00
1815500 Membership	0.00	0.00	0.00
<b>Total 1810000 Prepaid expenses</b>	<b>\$ 75,956.26</b>	<b>\$ 69,051.15</b>	<b>\$ 62,146.04</b>
<b>Total Other Current Assets</b>	<b>\$ 75,956.26</b>	<b>\$ 69,051.15</b>	<b>\$ 62,146.04</b>
<b>Total Current Assets</b>	<b>\$ 1,184,587.82</b>	<b>\$ 1,122,631.22</b>	<b>\$ 904,678.87</b>
<b>Fixed Assets</b>			
2000000 Fixed Assets		0.00	0.00
2050000 Property and Equipment	809,270.88	809,270.88	809,270.88
2100000 Leasehold improvements	967,792.36	967,792.36	967,792.36
2200000 Accumulated Depreciation	-1,164,882.00	-1,164,882.00	-1,164,882.00
<b>Total 2000000 Fixed Assets</b>	<b>\$ 612,181.24</b>	<b>\$ 612,181.24</b>	<b>\$ 612,181.24</b>
<b>Total Fixed Assets</b>	<b>\$ 612,181.24</b>	<b>\$ 612,181.24</b>	<b>\$ 612,181.24</b>
<b>TOTAL ASSETS</b>	<b>\$ 1,796,769.06</b>	<b>\$ 1,734,812.46</b>	<b>\$ 1,516,860.11</b>



**LIABILITIES AND EQUITY**

**Liabilities**

**Current Liabilities**

**Accounts Payable**

4210000 Accounts Payable 278,528.57 324,444.82 211,896.72

**Total Accounts Payable \$ 278,528.57 \$ 324,444.82 \$ 211,896.72**

**Credit Cards**

4100000 American Express 0.00 0.00 0.00

4200000 Whitney Pay Cards 20,238.21 33,403.57 22,178.57

**Total Credit Cards \$ 20,238.21 \$ 33,403.57 \$ 22,178.57**

**Other Current Liabilities**

10430 Insurance Payable 0.00 0.00 0.00

10600 Deferred MFP 0.00 0.00 0.00

10620 Deferred Revenue 50,615.27 50,615.27 50,615.27

451 Other Current Liabilities 0.00 0.00 0.00

4510000 Loans Payable 149,900.00 149,900.00 149,900.00

4510600 Loan Payable Social Security 105,202.22 105,202.22 105,202.22

**Total 451 Other Current Liabilities \$ 255,102.22 \$ 255,102.22 \$ 255,102.22**

4610000 Accrued Salaries & Benefits 58,511.69 0.00 0.00

4612000 Accrued Summer Pay 0.00 14,661.66 22,192.02

4613000 Accrued Vested PTO Benefits 65,540.41 65,540.41 65,540.41

471 Payroll Liabilities 0.00 0.00 0.00

10456 Louisiana Withholding 0.00 0.00 0.00

4710000 Accrued payroll expenses 0.00 0.00 0.00

4711000 Health Insurance Liability 14,227.00 18,813.45 11,492.93

4713000 401K Liability 0.00 0.00 0.00

4714000 LA SUTA Payable 0.00 0.00 0.00

4715200 Federal Withholding 0.00 0.00 0.00

4715300 EE Social Security 0.00 0.00 0.00

4715400 EE Medicare 0.00 0.00 0.00

4716000 Garnishments 991.95 0.00 0.00

**Total 471 Payroll Liabilities \$ 15,218.95 \$ 18,813.45 \$ 11,492.93**

**Total Other Current Liabilities \$ 444,988.54 \$ 404,733.01 \$ 404,942.85**

**Total Current Liabilities \$ 743,755.32 \$ 762,581.40 \$ 639,018.14**

**Long-Term Liabilities**

**PPP Loan**

0.00 0.00 0.00

**Total Long-Term Liabilities \$ 0.00 \$ 0.00 \$ 0.00**

**Total Liabilities \$ 743,755.32 \$ 762,581.40 \$ 639,018.14**

**Equity**

10798 Retained Earnings 1,037,949.34 1,037,949.34 1,037,949.34

Net Income 15,064.40 -65,718.28 -160,107.37

**Total Equity \$ 1,053,013.74 \$ 972,231.06 \$ 877,841.97**

**TOTAL LIABILITIES AND EQUITY \$ 1,796,769.06 \$ 1,734,812.46 \$ 1,516,860.11**

## International High School of New Orleans

### Profit and Loss

July - September, 2022

	Jul 2022	Aug 2022	Sep 2022	Total
<b>Income</b>				
<b>1900 OTHER REV FROM LOCAL SOURCES</b>				\$ -
1510000 Interest	\$ 38.53	\$ 39.14	\$ 30.32	\$ 107.99
1740000 Student Fees		\$ 21,173.06	\$ 1,638.93	\$ 22,811.99
1790000 Other Activity Income		\$ 200.00	\$ 500.00	\$ 700.00
1921000 Unrestricted Contributions and Donations		\$ 100.00		\$ 100.00
1993000 Refund Of PY Expense			\$ 12,000.00	\$ 12,000.00
1994000 State Pub Sch Fund (MFP)Loca	\$ 200,289.78	\$ 210,289.78	\$ 200,289.82	\$ 610,869.38
1999000 Other Miscellaneous Revenues			\$ 8.66	\$ 8.66
<b>Total 1900 OTHER REV FROM LOCAL SOURCES</b>	<b>\$ 200,328.31</b>	<b>\$ 231,801.98</b>	<b>\$ 214,467.73</b>	<b>\$ 646,598.02</b>
<b>REVENUE FROM FEDERAL SOURC</b>				\$ -
4515000 School Food Service		\$ 9,500.00	\$ 9,500.00	\$ 19,000.00
<b>Total REVENUE FROM FEDERAL SOURC</b>	<b>\$ -</b>	<b>\$ 9,500.00</b>	<b>\$ 9,500.00</b>	<b>\$ 19,000.00</b>
<b>REVENUE FROM STATE SOURCES</b>				\$ -
3110000 State Public School Fund (MF	\$ 170,617.22	\$ 170,617.22	\$ 170,617.18	\$ 511,851.62
3200001 Restricted Grants-In-Aid			\$ 3,808.00	\$ 3,808.00
<b>Total REVENUE FROM STATE SOURCES</b>	<b>\$ 170,617.22</b>	<b>\$ 170,617.22</b>	<b>\$ 174,425.18</b>	<b>\$ 515,659.62</b>
<b>Total Income</b>	<b>\$ 370,945.53</b>	<b>\$ 411,919.20</b>	<b>\$ 398,392.91</b>	<b>\$ 1,181,257.64</b>
<b>Gross Profit</b>	<b>\$ 370,945.53</b>	<b>\$ 411,919.20</b>	<b>\$ 398,392.91</b>	<b>\$ 1,181,257.64</b>
<b>Expenses</b>				\$ -
<b>100 Salaries - Regular Employee</b>				\$ -
Total 1110000 School Administrators	\$ 19,018.00	\$ 46,085.67	\$ 53,068.10	\$ 118,171.77
Total 1120000 Teachers	\$ -	\$ 75,081.63	\$ 118,212.62	\$ 193,294.25
1132122 Coun/Social Worker/Specialist	\$ 7,028.88	\$ 19,205.42	\$ 20,185.36	\$ 46,419.66
1132211 Remediation Specialist		\$ 1,706.38	\$ 4,006.53	\$ 5,712.91
1142400 Clerical / Secretarial	\$ 5,407.44	\$ 13,492.56	\$ 13,777.75	\$ 32,677.75
Total 1150000 Para Educators	\$ -	\$ 1,547.86	\$ 3,209.47	\$ 4,757.33
1160000 Service Workers	\$ 1,486.80	\$ 8,271.87	\$ 7,524.79	\$ 17,283.46
Total 1180000 Degreed Professional	\$ 3,111.33	\$ 9,266.70	\$ 12,184.33	\$ 24,562.36
Total 1190000 Other Salaries	\$ 6,015.63	\$ 15,193.74	\$ 15,115.59	\$ 36,324.96
1231130 Substitute Teachers		\$ 2,074.34	\$ 3,457.24	\$ 5,531.58
1300000 Salaries for Extra Work		\$ 873.25		\$ 873.25
1500000 Stipend Pay	\$ 2,500.00	\$ 5,429.42	\$ 10,068.09	\$ 17,997.51
<b>Total 100 Salaries - Regular Employee</b>	<b>\$ 44,568.08</b>	<b>\$ 198,228.84</b>	<b>\$ 260,809.87</b>	<b>\$ 503,606.79</b>

<b>200 Benefits</b>					\$	-		
210 Health Insurance	\$	18,334.90	\$	19,880.98	\$	14,524.79	\$	52,740.67
220 Social Security	\$	2,571.55	\$	10,914.85	\$	15,541.30	\$	29,027.70
225 Medicare	\$	652.50	\$	2,552.68	\$	3,634.66	\$	6,839.84
2300000 Retirement	\$	14,260.24	\$	4,769.53	\$	4,295.47	\$	23,325.24
2500000 Unemployment	\$	(86.96)	\$	522.89	\$	829.66	\$	1,265.59
2600000 Workers Compensation	\$	1,772.00	\$	1,775.00	\$	1,772.00	\$	5,319.00
2900000 Other Benefits	\$	11,186.20	\$	11,036.10	\$	8,500.63	\$	30,722.93
<b>Total 200 Benefits</b>	<b>\$</b>	<b>48,690.43</b>	<b>\$</b>	<b>51,452.03</b>	<b>\$</b>	<b>49,098.51</b>	<b>\$</b>	<b>149,240.97</b>
<b>300 Prof Services</b>							\$	-
3002130 Health Services	\$	4,750.00	\$	4,750.00	\$	7,750.00	\$	17,250.00
3002160 Occupational Therapy					\$	63.75	\$	63.75
3002510 Fiscal Svcs	\$	10,800.00	\$	10,800.00	\$	10,800.00	\$	32,400.00
3002830 Human Resource Svcs			\$	6,785.00	\$	6,296.25	\$	13,081.25
3100000 Purchased OfficialAdministrative Services			\$	1,080.00			\$	1,080.00
3200000 Purchased Educational Services	\$	93,873.75	\$	19,877.00	\$	11,501.42	\$	125,252.17
3300000 Other Purchased Professional Services							\$	-
3322310 Legal Services	\$	6,341.00	\$	9,389.99			\$	15,730.99
3390000 Other Professional Services	\$	20,722.50	\$	2,696.62	\$	2,578.00	\$	25,997.12
3392662 Other Professional Services - Security	\$	2,064.01	\$	8,675.26	\$	459.90	\$	11,199.17
3392830 Other Professional Services - Background Checks	\$	40.00	\$	557.14	\$	119.25	\$	716.39
<b>Total 3390000 Other Professional Services</b>	<b>\$</b>	<b>22,826.51</b>	<b>\$</b>	<b>11,929.02</b>	<b>\$</b>	<b>3,157.15</b>	<b>\$</b>	<b>37,912.68</b>
<b>Total 3300000 Other Purchased Professional Services</b>	<b>\$</b>	<b>29,167.51</b>	<b>\$</b>	<b>21,319.01</b>	<b>\$</b>	<b>3,157.15</b>	<b>\$</b>	<b>53,643.67</b>
3402510 Fiscal Purch Prof and Tech Svcs	\$	2,831.80	\$	3,940.24	\$	1,306.00	\$	8,078.04
3402840 Admin Tech Svcs					\$	3,178.70	\$	3,178.70
<b>Total 300 Prof Services</b>	<b>\$</b>	<b>141,423.06</b>	<b>\$</b>	<b>68,551.25</b>	<b>\$</b>	<b>44,053.27</b>	<b>\$</b>	<b>254,027.58</b>
<b>400 Purchased Property Services</b>							\$	-
4212620 Disposal Services					\$	382.79	\$	382.79
4232620 Custodial Services	\$	9,118.94	\$	21,923.25	\$	451.85	\$	31,494.04
4302620 Repairs and Maintenance	\$	15,824.05	\$	10,837.48	\$	10,725.05	\$	37,386.58
4422400 Rental of Equip-School Admin			\$	390.75	\$	130.25	\$	521.00
4422620 Equipment Rental	\$	1,797.45	\$	979.92	\$	2,163.18	\$	4,940.55
4900000 Other Property Services	\$	360.00	\$	360.00	\$	360.00	\$	1,080.00

<b>Total 400 Purchased Property Services</b>	<b>\$</b>	<b>27,100.44</b>	<b>\$</b>	<b>34,491.40</b>	<b>\$</b>	<b>14,213.12</b>	<b>\$</b>	<b>75,804.96</b>
<b>500 Other Purchased Svcs</b>							\$	-
<b>5192720 Student Transportation</b>			\$	50,400.00	\$	46,180.76	\$	96,580.76
<b>5212310 Liability &amp; Flood Insurance</b>	\$	6,905.11	\$	6,905.11	\$	6,905.11	\$	20,715.33
<b>530 Communications</b>							\$	-
<b>5302400 Communication</b>	\$	14,003.09	\$	9,562.58	\$	3,341.61	\$	26,907.28
<b>Total 530 Communications</b>	<b>\$</b>	<b>14,003.09</b>	<b>\$</b>	<b>9,562.58</b>	<b>\$</b>	<b>3,341.61</b>	<b>\$</b>	<b>26,907.28</b>
<b>5402310 Professional Advertising</b>					\$	10,095.00	\$	10,095.00
<b>5703100 Food Service Management</b>					\$	24,399.17	\$	24,399.17
<b>5800000 Travel</b>	\$	8,082.21	\$	12,005.32	\$	224.33	\$	20,311.86
<b>5900000 Other Miscellaneous Purchased</b>	\$	6,916.66	\$	969.71	\$	14,309.46	\$	22,195.83
<b>Total 500 Other Purchased Svcs</b>	<b>\$</b>	<b>35,907.07</b>	<b>\$</b>	<b>79,842.72</b>	<b>\$</b>	<b>105,455.44</b>	<b>\$</b>	<b>221,205.23</b>
<b>600 Supplies</b>							\$	-
<b>6101100 Supplies and Materials</b>	\$	3,571.18	\$	4,895.35	\$	9,099.17	\$	17,565.70
<b>6102400 Supplies-School Admin</b>			\$	718.78	\$	68.67	\$	787.45
<b>6102620 Supplies-Bldg</b>	\$	8,551.88	\$	5,607.06	\$	1,395.60	\$	15,554.54
<b>6151100 Technology Supplies</b>	\$	16,587.94	\$	759.42			\$	17,347.36
<b>6152400 Tech-School Admin</b>	\$	696.00	\$	1,308.95	\$	840.99	\$	2,845.94
<b>6222620 Electricity</b>	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	12,000.00
<b>6400000 Textbooks &amp; Workbooks</b>			\$	22,542.75			\$	22,542.75
<b>Total 600 Supplies</b>	<b>\$</b>	<b>33,407.00</b>	<b>\$</b>	<b>39,832.31</b>	<b>\$</b>	<b>15,404.43</b>	<b>\$</b>	<b>88,643.74</b>
<b>800 Other Objects</b>							\$	-
<b>8102400 Dues and Fees</b>	\$	24,291.41	\$	14,586.89	\$	2,366.30	\$	41,244.60
<b>8950000 Miscellaneous non-public Expens</b>	\$	493.64	\$	2,741.44	\$	1,381.06	\$	4,616.14
<b>8990000 Student Scholarships</b>			\$	2,975.00			\$	2,975.00
<b>Total 800 Other Objects</b>	<b>\$</b>	<b>24,785.05</b>	<b>\$</b>	<b>20,303.33</b>	<b>\$</b>	<b>3,747.36</b>	<b>\$</b>	<b>48,835.74</b>
<b>Total Expenses</b>	<b>\$</b>	<b>355,881.13</b>	<b>\$</b>	<b>492,701.88</b>	<b>\$</b>	<b>492,782.00</b>	<b>\$</b>	<b>1,341,365.01</b>
<b>Net Operating Income</b>	<b>\$</b>	<b>15,064.40</b>	<b>\$</b>	<b>(80,782.68)</b>	<b>\$</b>	<b>(94,389.09)</b>	<b>\$</b>	<b>(160,107.37)</b>
<b>Net Income</b>	<b>\$</b>	<b>15,064.40</b>	<b>\$</b>	<b>(80,782.68)</b>	<b>\$</b>	<b>(94,389.09)</b>	<b>\$</b>	<b>(160,107.37)</b>

**International High School of New Orleans  
Budget vs. Actuals: FY\_2022\_2023 - FY23 P&L  
July - September, 2022**

	Jul 2022			Aug 2022				Sep 2022				July 2022- Sep 2022		
	Actual	Budget	over Budget	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget
<b>Income</b>														
<b>1900 OTHER REV FROM LOCAL SOURCES</b>			\$ -			\$ -				\$ -		\$ -	\$ -	\$ -
1510000 Interest	\$ 38.53	\$ 25.00	\$ 13.53	\$ 39.14	\$ 25.00	\$ 14.14	\$ 1.57	\$ 30.32	\$ 25.00	\$ 5.32	\$ 1.21	\$ 107.99	\$ 75.00	\$ 32.99
1740000 Student Fees		\$ 6,250.00	\$ (6,250.00)	\$ 21,173.06	\$ 6,250.00	\$ 14,923.06	\$ 3.39	\$ 1,638.93	\$ 6,250.00	\$ (4,611.07)	\$ 0.26	\$ 22,811.99	\$ 18,750.00	\$ 4,061.99
1790000 Other Activity Income		\$ 291.67	\$ (291.67)	\$ 200.00	\$ 291.67	\$ (91.67)	\$ 0.69	\$ 500.00	\$ 291.67	\$ 208.33	\$ 1.71	\$ 700.00	\$ 875.01	\$ (175.01)
1921000 Unrestricted Contributions and Donations		\$ 12,500.00	\$ (12,500.00)	\$ 100.00	\$ 12,500.00	\$ (12,400.00)	\$ 0.01		\$ 12,500.00	\$ (12,500.00)	\$ -	\$ 100.00	\$ 37,500.00	\$ (37,400.00)
1993000 Refund Of PY Expense		\$ 1,000.00	\$ (1,000.00)		\$ 1,000.00	\$ (1,000.00)	\$ -	\$ 12,000.00	\$ 1,000.00	\$ 11,000.00	\$ 12.00	\$ 12,000.00	\$ 3,000.00	\$ 9,000.00
1994000 State Pub Sch Fund (MFP)Loca	\$ 200,289.78	\$ 209,695.00	\$ (9,405.22)	\$ 210,289.78	\$ 209,695.00	\$ 594.78	\$ 1.00	\$ 200,289.82	\$ 209,695.00	\$ (9,405.18)	\$ 0.96	\$ 610,869.38	\$ 629,085.00	\$ (18,215.62)
1999000 Other Miscellaneous Revenues		\$ 416.67	\$ (416.67)		\$ 416.67	\$ (416.67)	\$ -	\$ 8.66	\$ 416.67	\$ (408.01)	\$ 0.02	\$ 8.66	\$ 1,250.01	\$ (1,241.35)
<b>Total 1900 OTHER REV FROM LOCAL SOURCES</b>	<b>\$ 200,328.31</b>	<b>\$ 230,178.34</b>	<b>\$ (29,850.03)</b>	<b>\$ 231,801.98</b>	<b>\$ 230,178.34</b>	<b>\$ 1,623.64</b>	<b>\$ 1.01</b>	<b>\$ 214,467.73</b>	<b>\$ 230,178.34</b>	<b>\$ (15,710.61)</b>	<b>\$ 0.93</b>	<b>\$ 646,598.02</b>	<b>\$ 690,535.02</b>	<b>\$ (43,937.00)</b>
<b>REVENUE FROM FEDERAL SOURC</b>			\$ -			\$ -				\$ -		\$ -	\$ -	\$ -
4515000 School Food Service		\$ -	\$ -	\$ 9,500.00	\$ 10,894.55	\$ (1,394.55)	\$ 0.87	\$ 9,500.00	\$ 10,894.55	\$ (1,394.55)	\$ 0.87	\$ 19,000.00	\$ 21,789.10	\$ (2,789.10)
4531000 IDEA - Part B		\$ -	\$ -		\$ -	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -
4541000 Title I, Part A		\$ -	\$ -		\$ -	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -
4544000 Title IV, Part A		\$ -	\$ -		\$ -	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -
4545000 Title II, Part A		\$ -	\$ -		\$ -	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -
4547000 Title III, Part A		\$ -	\$ -		\$ -	\$ -			\$ -	\$ -		\$ -	\$ -	\$ -
4551000 Restricted Grants-In-Aid Fro		\$ 62,000.00	\$ (62,000.00)		\$ 62,000.00	\$ (62,000.00)	\$ -		\$ 62,000.00	\$ (62,000.00)	\$ -	\$ -	\$ 186,000.00	\$ (186,000.00)
4590000 Other Unrestricted Grants -		\$ 102,418.33	\$ (102,418.33)		\$ 102,418.33	\$ (102,418.33)	\$ -		\$ 102,418.33	\$ (102,418.33)	\$ -	\$ -	\$ 307,254.99	\$ (307,254.99)
<b>Total REVENUE FROM FEDERAL SOURC</b>	<b>\$ -</b>	<b>\$ 164,418.33</b>	<b>\$ (164,418.33)</b>	<b>\$ 9,500.00</b>	<b>\$ 175,312.88</b>	<b>\$ (165,812.88)</b>	<b>\$ 0.05</b>	<b>\$ 9,500.00</b>	<b>\$ 175,312.88</b>	<b>\$ (165,812.88)</b>	<b>\$ 0.05</b>	<b>\$ 19,000.00</b>	<b>\$ 515,044.09</b>	<b>\$ (496,044.09)</b>
<b>REVENUE FROM STATE SOURCES</b>			\$ -			\$ -				\$ -		\$ -	\$ -	\$ -
3110000 State Public School Fund (MF	\$ 170,617.22	\$ 161,340.00	\$ 9,277.22	\$ 170,617.22	\$ 161,340.00	\$ 9,277.22	\$ 1.06	\$ 170,617.18	\$ 161,340.00	\$ 9,277.18	\$ 1.06	\$ 511,851.62	\$ 484,020.00	\$ 27,831.62
3200001 Restricted Grants-In-Aid		\$ 833.33	\$ (833.33)		\$ 833.33	\$ (833.33)	\$ -	\$ 3,808.00	\$ 833.33	\$ 2,974.67	\$ 4.57	\$ 3,808.00	\$ 2,499.99	\$ 1,308.01
<b>Total REVENUE FROM STATE SOURCES</b>	<b>\$ 170,617.22</b>	<b>\$ 162,173.33</b>	<b>\$ 8,443.89</b>	<b>\$ 170,617.22</b>	<b>\$ 162,173.33</b>	<b>\$ 8,443.89</b>	<b>\$ 1.05</b>	<b>\$ 174,425.18</b>	<b>\$ 162,173.33</b>	<b>\$ 12,251.85</b>	<b>\$ 1.08</b>	<b>\$ 515,659.62</b>	<b>\$ 486,519.99</b>	<b>\$ 29,139.63</b>
<b>Total Income</b>	<b>\$ 370,945.53</b>	<b>\$ 556,770.00</b>	<b>\$ (185,824.47)</b>	<b>\$ 411,919.20</b>	<b>\$ 567,664.55</b>	<b>\$ (155,745.35)</b>	<b>\$ 0.73</b>	<b>\$ 398,392.91</b>	<b>\$ 567,664.55</b>	<b>\$ (169,271.64)</b>	<b>\$ 0.70</b>	<b>\$ 1,181,257.64</b>	<b>\$ 1,692,099.10</b>	<b>\$ (510,841.46)</b>
<b>Gross Profit</b>	<b>\$ 370,945.53</b>	<b>\$ 556,770.00</b>	<b>\$ (185,824.47)</b>	<b>\$ 411,919.20</b>	<b>\$ 567,664.55</b>	<b>\$ (155,745.35)</b>	<b>\$ 0.73</b>	<b>\$ 398,392.91</b>	<b>\$ 567,664.55</b>	<b>\$ (169,271.64)</b>	<b>\$ 0.70</b>	<b>\$ 1,181,257.64</b>	<b>\$ 1,692,099.10</b>	<b>\$ (510,841.46)</b>

**Expenses**

**100 Salaries - Regular Employee**

<b>1110000 School Administrators</b>	\$ 58,726.67	\$ (58,726.67)	\$ 58,726.67	\$ (58,726.67)	\$ -	\$ 58,726.67	\$ (58,726.67)	\$ -	\$ 58,726.67	\$ (58,726.67)	\$ -	\$ -	\$ -	\$ -
<b>1112190 Other Pupil Support –Culture</b>		\$ -	\$ 4,823.96	\$ 4,823.96	\$ 9,213.92	\$ 9,213.92	\$ 14,037.88	\$ -	\$ 14,037.88	\$ -	\$ -	\$ -	\$ -	
<b>1112410 Principals</b>	\$ 3,784.58	\$ 3,784.58	\$ 7,664.17	\$ 7,664.17	\$ 7,632.50	\$ 7,632.50	\$ 19,081.25	\$ -	\$ 19,081.25	\$ -	\$ -	\$ -	\$ -	
<b>1112420 Asst Principals</b>	\$ 3,012.17	\$ 3,012.17	\$ 6,042.67	\$ 6,042.67	\$ 6,061.00	\$ 6,061.00	\$ 15,115.84	\$ -	\$ 15,115.84	\$ -	\$ -	\$ -	\$ -	
<b>1112430 CEO</b>	\$ 6,250.00	\$ 6,250.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 31,250.00	\$ -	\$ 31,250.00	\$ -	\$ -	\$ -	\$ -	
<b>1112490 Other Admin</b>	\$ 5,971.25	\$ 5,971.25	\$ 10,984.49	\$ 10,984.49	\$ 13,582.84	\$ 13,582.84	\$ 30,538.58	\$ -	\$ 30,538.58	\$ -	\$ -	\$ -	\$ -	
<b>1112510 Fiscal Svcs/Business Mgr</b>		\$ -	\$ 4,070.38	\$ 4,070.38	\$ 4,077.84	\$ 4,077.84	\$ 8,148.22	\$ -	\$ 8,148.22	\$ -	\$ -	\$ -	\$ -	
<b>Total 1110000 School Administrators</b>	<b>\$ 19,018.00</b>	<b>\$ 58,726.67</b>	<b>\$ (39,708.67)</b>	<b>\$ 46,085.67</b>	<b>\$ 58,726.67</b>	<b>\$ (12,641.00)</b>	<b>\$ 0.78</b>	<b>\$ 53,068.10</b>	<b>\$ 58,726.67</b>	<b>\$ (5,658.57)</b>	<b>\$ 0.90</b>	<b>\$ 118,171.77</b>	<b>\$ 176,180.01</b>	<b>\$ (58,008.24)</b>
<b>1120000 Teachers</b>	\$ 139,125.83	\$ (139,125.83)	\$ 139,125.83	\$ (139,125.83)	\$ -	\$ 139,125.83	\$ -	\$ 139,125.83	\$ (139,125.83)	\$ -	\$ -	\$ -	\$ 417,377.49	\$ (417,377.49)
<b>1121130 Secondary Teachers</b>		\$ -	\$ 72,915.38	\$ 72,915.38	\$ 113,570.66	\$ 113,570.66	\$ 186,486.04	\$ -	\$ 186,486.04	\$ -	\$ -	\$ -	\$ 186,486.04	
<b>1121210 Special Education Teachers</b>		\$ -	\$ 2,166.25	\$ 2,166.25	\$ 4,641.96	\$ 4,641.96	\$ 6,808.21	\$ -	\$ 6,808.21	\$ -	\$ -	\$ -	\$ 6,808.21	
<b>Total 1120000 Teachers</b>	<b>\$ -</b>	<b>\$ 139,125.83</b>	<b>\$ (139,125.83)</b>	<b>\$ 75,081.63</b>	<b>\$ 139,125.83</b>	<b>\$ (64,044.20)</b>	<b>\$ 0.54</b>	<b>\$ 118,212.62</b>	<b>\$ 139,125.83</b>	<b>\$ (20,913.21)</b>	<b>\$ 0.85</b>	<b>\$ 193,294.25</b>	<b>\$ 417,377.49</b>	<b>\$ (224,083.24)</b>
<b>1132122 Coun/Social Worker/Specialist</b>	\$ 7,028.88	\$ 23,840.83	\$ (16,811.95)	\$ 19,205.42	\$ 23,840.83	\$ (4,635.41)	\$ 0.81	\$ 20,185.36	\$ 23,840.83	\$ (3,655.47)	\$ 0.85	\$ 46,419.66	\$ 71,522.49	\$ (25,102.83)
<b>1132211 Remediation Specialist</b>		\$ -	\$ 1,706.38	\$ 1,706.38	\$ 4,006.53	\$ 4,006.53	\$ 5,712.91	\$ -	\$ 5,712.91	\$ -	\$ -	\$ -	\$ 5,712.91	
<b>1142400 Clerical / Secretarial</b>	\$ 5,407.44	\$ 10,687.50	\$ (5,280.06)	\$ 13,492.56	\$ 10,687.50	\$ 2,805.06	\$ 1.26	\$ 13,777.75	\$ 10,687.50	\$ 3,090.25	\$ 1.29	\$ 32,677.75	\$ 32,062.50	\$ 615.25
<b>1150000 Para Educators</b>	\$ 5,712.50	\$ (5,712.50)	\$ 5,712.50	\$ (5,712.50)	\$ -	\$ 5,712.50	\$ -	\$ 5,712.50	\$ (5,712.50)	\$ -	\$ -	\$ -	\$ 17,137.50	\$ (17,137.50)
<b>1151210 Aides-Special Education</b>		\$ -	\$ 1,547.86	\$ 1,547.86	\$ 3,209.47	\$ 3,209.47	\$ 4,757.33	\$ -	\$ 4,757.33	\$ -	\$ -	\$ -	\$ 4,757.33	
<b>Total 1150000 Para Educators</b>	<b>\$ -</b>	<b>\$ 5,712.50</b>	<b>\$ (5,712.50)</b>	<b>\$ 1,547.86</b>	<b>\$ 5,712.50</b>	<b>\$ (4,164.64)</b>	<b>\$ 0.27</b>	<b>\$ 3,209.47</b>	<b>\$ 5,712.50</b>	<b>\$ (2,503.03)</b>	<b>\$ 0.56</b>	<b>\$ 4,757.33</b>	<b>\$ 17,137.50</b>	<b>\$ (12,380.17)</b>
<b>1160000 Service Workers</b>	\$ 1,486.80	\$ 1,486.80	\$ 8,271.87	\$ 8,271.87	\$ 7,524.79	\$ 7,524.79	\$ 17,283.46	\$ -	\$ 17,283.46	\$ -	\$ -	\$ -	\$ 17,283.46	
<b>1172620 CustodialMaintenance Workers</b>	\$ 6,459.17	\$ (6,459.17)	\$ 6,459.17	\$ (6,459.17)	\$ -	\$ 6,459.17	\$ -	\$ 6,459.17	\$ (6,459.17)	\$ -	\$ -	\$ -	\$ 19,377.51	\$ (19,377.51)
<b>1180000 Degreed Professional</b>	\$ 19,001.67	\$ (19,001.67)	\$ 19,001.67	\$ (19,001.67)	\$ -	\$ 19,001.67	\$ -	\$ 19,001.67	\$ (19,001.67)	\$ -	\$ -	\$ -	\$ 57,005.01	\$ (57,005.01)
<b>1182212 Special Education Coordinator</b>		\$ -	\$ 2,713.53	\$ 2,713.53	\$ 5,741.33	\$ 5,741.33	\$ 8,454.86	\$ -	\$ 8,454.86	\$ -	\$ -	\$ -	\$ 8,454.86	
<b>1182329 Director of Development</b>	\$ 3,111.33	\$ 3,111.33	\$ 6,553.17	\$ 6,553.17	\$ 6,443.00	\$ 6,443.00	\$ 16,107.50	\$ -	\$ 16,107.50	\$ -	\$ -	\$ -	\$ 16,107.50	
<b>Total 1180000 Degreed Professional</b>	<b>\$ 3,111.33</b>	<b>\$ 19,001.67</b>	<b>\$ (15,890.34)</b>	<b>\$ 9,266.70</b>	<b>\$ 19,001.67</b>	<b>\$ (9,734.97)</b>	<b>\$ 0.49</b>	<b>\$ 12,184.33</b>	<b>\$ 19,001.67</b>	<b>\$ (6,817.34)</b>	<b>\$ 0.64</b>	<b>\$ 24,562.36</b>	<b>\$ 57,005.01</b>	<b>\$ (32,442.65)</b>
<b>1190000 Other Salaries</b>	\$ 1,880.63	\$ 23,924.17	\$ (22,043.54)	\$ 5,069.92	\$ 23,924.17	\$ (18,854.25)	\$ 0.21	\$ 5,738.39	\$ 23,924.17	\$ (18,185.78)	\$ 0.24	\$ 12,688.94	\$ 71,772.51	\$ (59,083.57)
<b>1192200 Behavior Interventionist</b>		\$ -	\$ 1,564.79	\$ 1,564.79	\$ 3,353.12	\$ 3,353.12	\$ 4,917.91	\$ -	\$ 4,917.91	\$ -	\$ -	\$ -	\$ 4,917.91	
<b>1192845 IT Support</b>	\$ 4,135.00	\$ 4,135.00	\$ 8,559.03	\$ 8,559.03	\$ 6,024.08	\$ 6,024.08	\$ 18,718.11	\$ -	\$ 18,718.11	\$ -	\$ -	\$ -	\$ 18,718.11	
<b>Total 1190000 Other Salaries</b>	<b>\$ 6,015.63</b>	<b>\$ 23,924.17</b>	<b>\$ (17,908.54)</b>	<b>\$ 15,193.74</b>	<b>\$ 23,924.17</b>	<b>\$ (8,730.43)</b>	<b>\$ 0.64</b>	<b>\$ 15,115.59</b>	<b>\$ 23,924.17</b>	<b>\$ (8,808.58)</b>	<b>\$ 0.63</b>	<b>\$ 36,324.96</b>	<b>\$ 71,772.51</b>	<b>\$ (35,447.55)</b>
<b>1231130 Substitute Teachers</b>	\$ 15,084.17	\$ (15,084.17)	\$ 2,074.34	\$ 15,084.17	\$ (13,009.83)	\$ 0.14	\$ 3,457.24	\$ 15,084.17	\$ (11,626.93)	\$ 0.23	\$ 5,531.58	\$ 45,252.51	\$ (39,720.93)	
<b>1300000 Salaries for Extra Work</b>	\$ 1,500.00	\$ (1,500.00)	\$ 873.25	\$ 1,500.00	\$ (626.75)	\$ 0.58	\$ 1,500.00	\$ (1,500.00)	\$ -	\$ 873.25	\$ 4,500.00	\$ (3,626.75)		
<b>1500000 Stipend Pay</b>	\$ 2,500.00	\$ 5,604.17	\$ (3,104.17)	\$ 5,429.42	\$ 5,604.17	\$ (174.75)	\$ 0.97	\$ 10,068.09	\$ 5,604.17	\$ 4,463.92	\$ 1.80	\$ 17,997.51	\$ 16,812.51	\$ 1,185.00
<b>Total 100 Salaries - Regular Employee</b>	<b>\$ 44,568.08</b>	<b>\$ 309,666.68</b>	<b>\$ (265,098.60)</b>	<b>\$ 198,228.84</b>	<b>\$ 309,666.68</b>	<b>\$ (111,437.84)</b>	<b>\$ 0.64</b>	<b>\$ 260,809.87</b>	<b>\$ 309,666.68</b>	<b>\$ (48,856.81)</b>	<b>\$ 0.84</b>	<b>\$ 503,606.79</b>	<b>\$ 929,000.04</b>	<b>\$ (425,393.25)</b>
<b>200 Benefits</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>210 Health Insurance</b>	\$ 18,334.90	\$ 30,050.00	\$ (11,715.10)	\$ 19,880.98	\$ 30,050.00	\$ (10,169.02)	\$ 0.66	\$ 14,524.79	\$ 30,050.00	\$ (15,525.21)	\$ 0.48	\$ 52,740.67	\$ 90,150.00	\$ (37,409.33)
<b>220 Social Security</b>	\$ 2,571.55	\$ 18,920.00	\$ (16,348.45)	\$ 10,914.85	\$ 18,920.00	\$ (8,005.15)	\$ 0.58	\$ 15,541.30	\$ 18,920.00	\$ (3,378.70)	\$ 0.82	\$ 29,027.70	\$ 56,760.00	\$ (27,732.30)
<b>225 Medicare</b>	\$ 652.50	\$ 4,475.83	\$ (3,823.33)	\$ 2,552.68	\$ 4,475.83	\$ (1,923.15)	\$ 0.57	\$ 3,634.66	\$ 4,475.83	\$ (841.17)	\$ 0.81	\$ 6,839.84	\$ 13,427.49	\$ (6,587.65)
<b>2300000 Retirement</b>	\$ 14,260.24	\$ 4,916.67	\$ 9,343.57	\$ 4,769.53	\$ 4,916.67	\$ (147.14)	\$ 0.97	\$ 4,295.47	\$ 4,916.67	\$ (621.20)	\$ 0.87	\$ 23,325.24	\$ 14,750.01	\$ 8,575.23
<b>2500000 Unemployment</b>	\$ (86.96)	\$ 1,253.33	\$ (1,340.29)	\$ 522.89	\$ 1,253.33	\$ (730.44)	\$ 0.42	\$ 829.66	\$ 1,253.33	\$ (423.67)	\$ 0.66	\$ 1,265.59	\$ 3,759.99	\$ (2,494.40)
<b>2600000 Workers Compensation</b>	\$ 1,772.00	\$ 2,300.00	\$ (528.00)	\$ 1,775.00	\$ 2,300.00	\$ (525.00)	\$ 0.77	\$ 1,772.00	\$ 2,300.00	\$ (528.00)	\$ 0.77	\$ 5,319.00	\$ 6,900.00	\$ (1,581.00)
<b>2900000 Other Benefits</b>	\$ 11,186.20	\$ 4,425.83	\$ 6,760.37	\$ 11,036.10	\$ 4,425.83	\$ 6,610.27	\$ 2.49	\$ 8,500.63	\$ 4,425.83	\$ 4,074.80	\$ 1.92	\$ 30,722.93	\$ 13,277.49	\$ 17,445.44
<b>Total 200 Benefits</b>	<b>\$ 48,690.43</b>	<b>\$ 66,341.66</b>	<b>\$ (17,651.23)</b>	<b>\$ 51,452.03</b>	<b>\$ 66,341.66</b>	<b>\$ (14,889.63)</b>	<b>\$ 0.78</b>	<b>\$ 49,098.51</b>	<b>\$ 66,341.66</b>	<b>\$ (17,243.15)</b>	<b>\$ 0.74</b>	<b>\$ 149,240.97</b>	<b>\$ 199,024.98</b>	<b>\$ (49,784.01)</b>



**International High School of New Orleans**  
**A/R Aging Summary**  
 As of September 30, 2022

	<b>Current</b>	<b>1 - 30</b>	<b>31 - 60</b>	<b>61 - 90</b>	<b>91 and over</b>	<b>Total</b>
<b>Fanatics</b>	200.00	500.00			1,760.00	2,460.00
<b>LA Dept of Educationc</b>			9,500.00	9,500.00		19,000.00
<b>Orleans Parish School Board_C</b>					1,012.31	1,012.31
<b>TOTAL</b>	<b>\$ 200.00</b>	<b>\$ 500.00</b>	<b>\$ 9,500.00</b>	<b>\$ 9,500.00</b>	<b>\$ 2,772.31</b>	<b>\$ 22,472.31</b>



**International High School of New Orleans**  
**A/P Aging Summary**  
 As of September 30, 2022

	<b>Current</b>	<b>1 - 30</b>	<b>31 - 60</b>	<b>61 - 90</b>	<b>91 and over</b>	<b>Total</b>
Blue Cross Blue Shield, LA		36,823.07				36,823.07
Donovan Transportation Services		16,800.00			11,200.00	28,000.00
Enriched Schools		1,728.72				1,728.72
Entergy		4,000.00	4,000.00	4,000.00	4,000.00	16,000.00
Herff Jones					3,511.27	3,511.27
ICT					3,178.70	3,178.70
LiveSchool,inc.	5,940.00					5,940.00
Lycee Francais de la Nouvelle-Orleans					4,129.00	4,129.00
Misc					0.00	0.00
Misc Vendor					0.00	0.00
Notable, Inc.	2,400.00					2,400.00
NWEA	2,500.00					2,500.00
Orleans Parish School Board					84,285.39	84,285.39
PTO expense					0.00	0.00
Richards Disposal Inc.		382.79				382.79
Sodexo, Inc. & Affiliates	21,653.72					21,653.72
The Haslauer Group	785.40					785.40
Varsity Spirit Fashions & Supplies, LLC	578.66					578.66
<b>TOTAL</b>	<b>\$ 33,857.78</b>	<b>\$ 59,734.58</b>	<b>\$ 4,000.00</b>	<b>\$ 4,000.00</b>	<b>\$ 110,304.36</b>	<b>\$ 211,896.72</b>

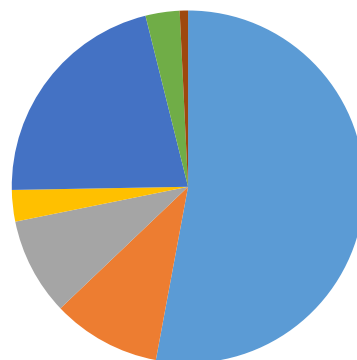
## Cash Flow Projection

	<b>22-Sep</b>	<b>22-Oct</b>	<b>22-Nov</b>	<b>22-Dec</b>
Operating Account				
Beginning Cash Balance	820,061	733,373	648,085	562,797
Revenue				
MFP	370,907	370,907	370,907	370,907
Federal Grants / Titles	120,500	120,900	120,900	120,900
School Lunch / Misc	5,000	6,000	6,000	5,000
Total Revenue	<u>496,407</u>	<u>497,807</u>	<u>497,807</u>	<u>496,807</u>
Expenses				
Payroll & Benefits	360,000	360,000	360,000	360,000
Professional Services	80,000	80,000	80,000	80,000
Property Services	30,000	30,000	30,000	30,000
Buses/Transportation	27,000	27,000	27,000	27,000
Other Purchased Services	34,000	34,000	34,000	34,000
Food Service	7,095	7,095	7,095	7,095
Supplies	30,000	30,000	30,000	30,000
Dues and Fees	15,000	15,000	15,000	15,000
Total Expenses	<u>583,095</u>	<u>583,095</u>	<u>583,095</u>	<u>583,095</u>
Balance for Current Month	-86,688	-85,288	-85,288	-86,288
Total Cash at the EOM	<u>733,373</u>	<u>648,085</u>	<u>562,797</u>	<u>476,509</u>
Available Funds				
Line of Credit	400,000	400,000	400,001	400,002
Outstanding Funds				
Total Cash and Available Funds	<u>1,133,373</u>	<u>1,048,085</u>	<u>962,798</u>	<u>876,511</u>

Total Expenses

100 Expenses - Salaries	\$ 260,809.87
200 Expenses - Benefits	\$ 49,098.51
300 Expenses - Professional Services	\$ 44,053.27
400 Expenses - Purchased Property Service	\$ 14,213.12
500 Expenses - Other Purchased Services	\$ 105,455.44
600 Expenses - Supplies	\$ 15,404.43
700 Expenses - Equipment	-
800 Expenses - Other Objects	\$ 3,747.36

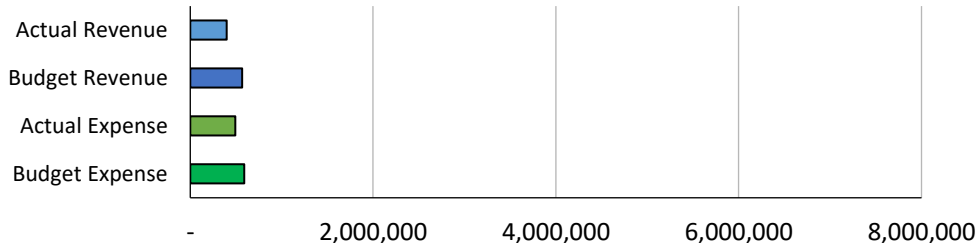
TOTAL EXPENSE  
September 2022



- 100 Expenses - Salaries
- 200 Expenses - Benefits
- 300 Expenses - Professional Services
- 400 Expenses - Purchased Property Service
- 500 Expenses - Other Purchased Services
- 600 Expenses - Supplies
- 700 Expenses - Equipment
- 800 Expenses - Other Objects

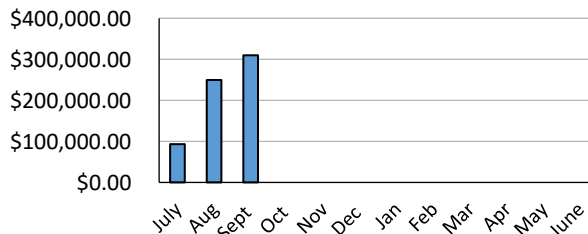
Year to Date	Actual Revenue	Budget Revenue	Actual Expense	Budget Expense
September 2022	398,393	567,665	492,782	590,520

September 2022

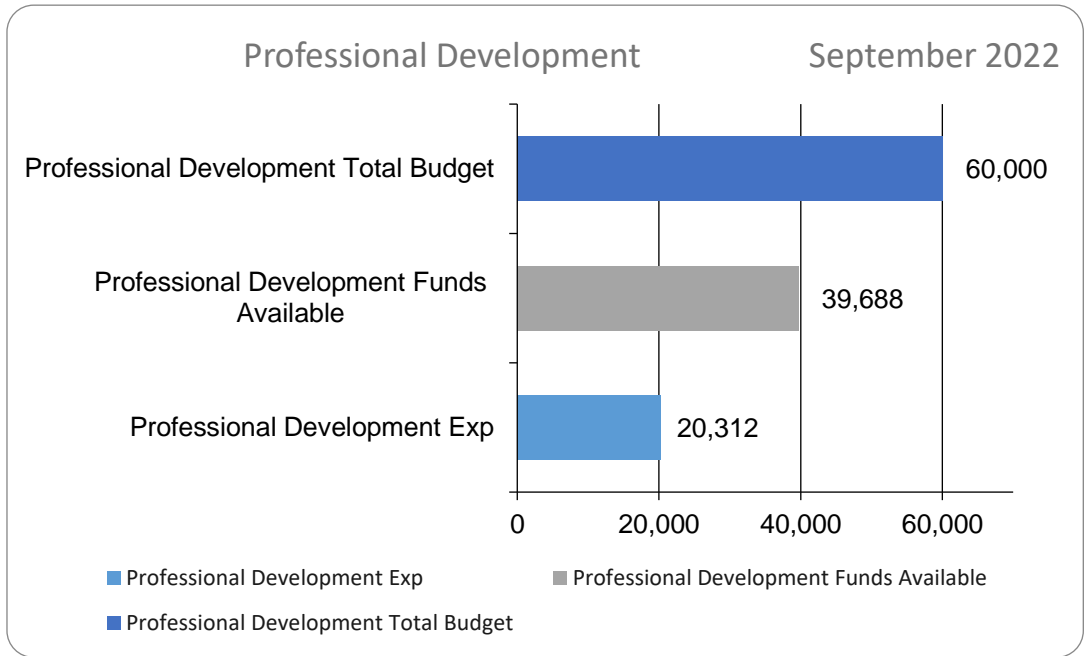


Month	Salary Benefits
July	\$93,258.51
Aug	\$249,680.87
Sept	309,908
Oct	
Nov	
Dec	
Jan	
Feb	
Mar	
Apr	
May	
June	

Salary & Benefits



<b>Professional Development September 30, 2022 Year to Date</b>	
Professional Development Exp	20,312
Professional Development Funds Available	39,688
Professional Development Total Budget	60,000





# September 2022 Financials

PREPARED OCT'22 BY



- **Executive Summary**
- **Key Performance Indicators**
- **Forecast Overview**
- **Cash Forecast**
- **Forecast History**

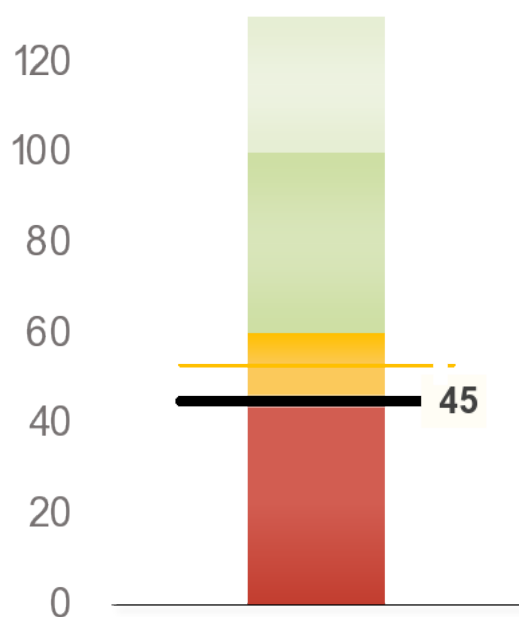
# Executive Summary

- As of September 30, 2022, the cash balance in the checking account is \$740,060.52 and \$80,000.00 in the Anybill clearing account for a total cash and cash equivalents balance of \$820,060.52
- The MFP for September 2022 is \$370,907.00 based on a student count of 389
- The reserve balance as of September 30, 2022, is \$ 478,241.00 or 10.3 % of General Fund Expenses
- At the end of the month there were 3 receivables totaling \$22,472.31 and 18 accounts payable totaling \$211,896.72 with most items being paid after September 30,2022

# Key Performance Indicators

## Days of Cash

Cash balance at year-end divided by average daily expenses

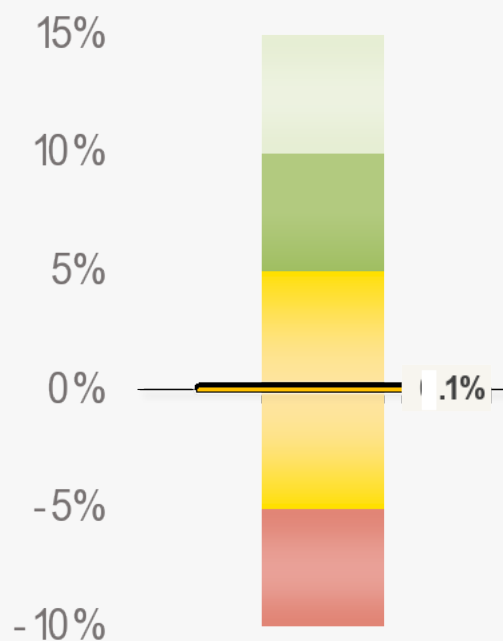


### 45 DAYS OF CASH AT YEAR'S END

The school will end the year with 45 days of cash. High risk according to LAPCS is <30 Days, medium risk is between 30 and 60 days, and low risk is >60 days of cash on hand

## Gross Margin

Revenue less expenses, divided by revenue

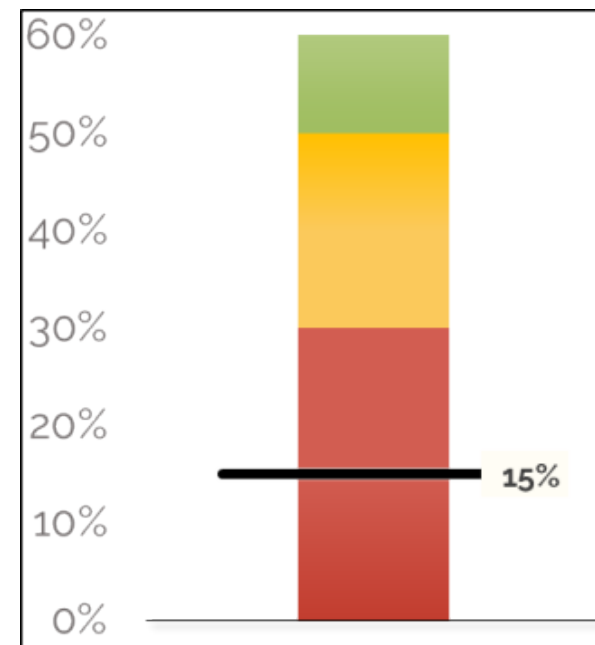


### 0.1% GROSS MARGIN

The forecasted net income is \$6k, which is \$5k above the budget. It yields a 0.1% gross margin.

## Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



### 14.98% AT YEAR'S END

The school is projected to end the year with a fund balance of \$1,044,295. Last year's fund balance was \$1,037,949.

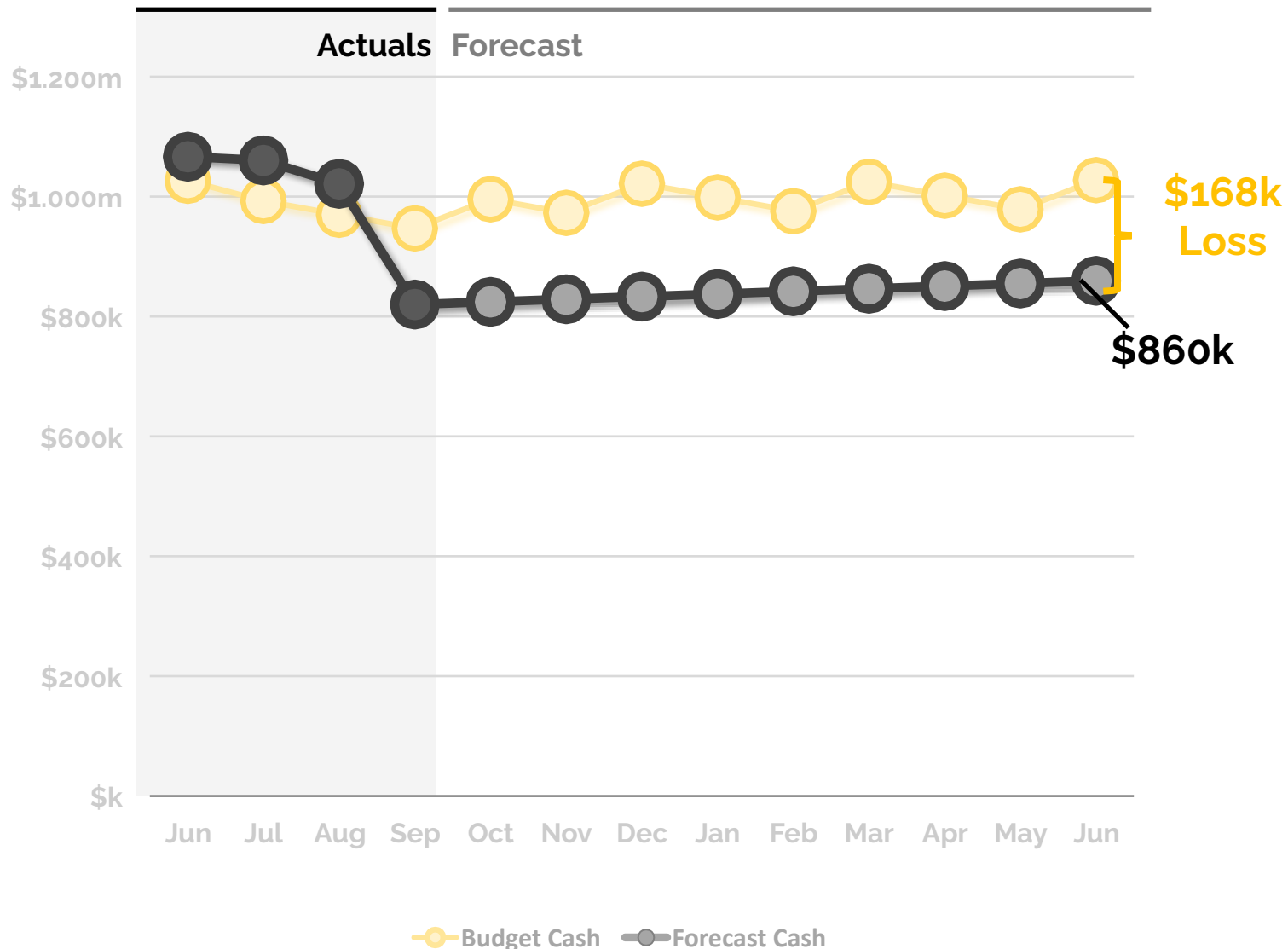


# Cash Forecast

## 45 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$860k**, **\$168k** below budget.

<Enter data here>





# QUESTIONS?

Please contact your EdOps Finance Team:

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	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
<b>Revenue</b>							
State and Local Revenue	1,126,529	1,115,605	10,924	4,411,197	4,462,420	(51,223)	3,284,668
Federal Revenue	19,000	515,044	(496,044)	2,372,297	2,379,040	(6,743)	2,353,297
Private Grants and Donations	100	37,500	(37,400)	100,000	150,000	(50,000)	99,900
Earned Fees	35,629	23,950	11,679	94,924	95,800	(877)	59,295
<b>Total Revenue</b>	<b>1,181,258</b>	<b>1,692,099</b>	<b>(510,841)</b>	<b>6,978,418</b>	<b>7,087,260</b>	<b>(108,842)</b> ①	<b>5,797,160</b>
<b>Expenses</b>							
Salaries	503,607	921,500	417,893	3,551,438	3,686,000	134,562	3,047,832
Benefits and Taxes	149,241	199,025	49,784	785,306	796,100	10,794	636,065
Staff-Related Costs	70,301	56,053	(14,249)	243,185	224,211	(18,974)	172,883
Rent	-	-	-	-	-	-	-
Occupancy Service	97,898	71,436	(26,462)	315,866	285,742	(30,123)	217,968
Direct Student Expense	313,749	321,544	7,795	1,280,092	1,286,176	6,084	966,343
Office & Business Expense	206,569	202,003	(4,566)	796,184	808,011	11,827	589,615
<b>Total Ordinary Expenses</b>	<b>1,341,365</b>	<b>1,771,560</b>	<b>430,195</b>	<b>6,972,072</b>	<b>7,086,240</b>	<b>114,169</b>	<b>5,630,707</b>
Net Operating Income	(160,107)	(79,461)	(941,037)	6,346	1,020	(223,011)	166,453
<b>Extraordinary Expenses</b>							
Capital Outlay	-	-	-	-	-	-	-
<b>Total Extraordinary Expenses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Expenses</b>	<b>1,341,365</b>	<b>1,771,560</b>	<b>430,195</b>	<b>6,972,072</b>	<b>7,086,240</b>	<b>114,169</b> ②	<b>5,630,707</b>
<b>Net Income</b>	<b>(160,107)</b>	<b>(79,461)</b>	<b>(80,646)</b>	<b>6,346</b>	<b>1,020</b>	<b>5,326</b> ③	<b>166,453</b>
Cash Flow Adjustments	(86,400)	-	(86,400)	(213,391)	-	(213,391) ④	(126,991)
<b>Change in Cash</b>	<b>(246,508)</b>	<b>(79,461)</b>	<b>(167,047)</b>	<b>(207,045)</b>	<b>1,020</b>	<b>(208,065)</b> ⑤	<b>39,463</b>

① **REVENUE: \$109K BEHIND**  
 Enrollment shortfall expectation

② **EXPENSES: \$114K AHEAD**  
 Lower staff and student expenses

③ **NET INCOME: \$5K ahead**

④ **CASH ADJ: \$213K BEHIND**  
 Primarily Driven by Federal Funds  
 Reimbursement lag

⑤ **NET CHANGE IN CASH:  
 \$208K BEHIND**

Monthly Financials

Income Statement	Actual			Forecast									TOTAL
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
<b>Revenue</b>													
State and Local Revenue	370,907	380,907	374,715	364,963	364,963	364,963	364,963	364,963	364,963	364,963	364,963	364,963	4,411,197
Federal Revenue	0	9,500	9,500	261,477	261,477	261,477	261,477	261,477	261,477	261,477	261,477	261,477	2,372,297
Private Grants and Donations	0	100	0	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	100,000
Earned Fees	39	21,412	14,178	6,588	6,588	6,588	6,588	6,588	6,588	6,588	6,588	6,588	94,924
<b>Total Revenue</b>	<b>370,946</b>	<b>411,919</b>	<b>398,393</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>644,129</b>	<b>6,978,418</b>
<b>Expenses</b>													
Salaries	44,568	198,229	260,810	338,648	338,648	338,648	338,648	338,648	338,648	338,648	338,648	338,648	3,551,438
Benefits and Taxes	48,690	51,452	49,099	70,674	70,674	70,674	70,674	70,674	70,674	70,674	70,674	70,674	785,306
Staff-Related Costs	35,761	17,309	17,231	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	19,209	243,185
Occupancy Service	37,855	42,728	17,315	24,219	24,219	24,219	24,219	24,219	24,219	24,219	24,219	24,219	315,866
Direct Student Expense	102,195	102,465	109,089	107,371	107,371	107,371	107,371	107,371	107,371	107,371	107,371	107,371	1,280,092
Office & Business Expense	86,811	80,519	39,238	65,513	65,513	65,513	65,513	65,513	65,513	65,513	65,513	65,513	796,184
Total Ordinary Expenses	355,881	492,702	492,782	625,634	625,634	625,634	625,634	625,634	625,634	625,634	625,634	625,634	6,972,072
<b>Total Expenses</b>	<b>355,881</b>	<b>492,702</b>	<b>492,782</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>625,634</b>	<b>6,972,072</b>
<b>Net Income</b>	<b>15,064</b>	<b>-80,783</b>	<b>-94,389</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>18,495</b>	<b>6,346</b>
Cash Flow Adjustments	-21,271	41,727	-106,856	-14,110	-14,110	-14,110	-14,110	-14,110	-14,110	-14,110	-14,110	-14,110	-213,391
<b>Change in Cash</b>	<b>-6,206</b>	<b>-39,056</b>	<b>-201,245</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>4,385</b>	<b>-207,045</b>

	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
	<i>6/30/2022</i>	<i>9/30/2022</i>	<i>6/30/2023</i>
<b>Assets</b>			
Current Assets			
Cash	1,066,568	820,061	859,523
Accounts Receivable	332,816	84,618	342,816
<b>Total Current Assets</b>	<b>1,399,384</b>	<b>904,679</b>	<b>1,202,339</b>
<b>Noncurrent Assets</b>			
Operating Fixed Assets, Net	1,777,063	1,777,063	1,777,063
Facilities, Net	-1,164,882	-1,164,882	-1,164,882
<b>Total Noncurrent Assets</b>	<b>612,181</b>	<b>612,181</b>	<b>612,181</b>
<b>Total Assets</b>	<b>2,011,565</b>	<b>1,516,860</b>	<b>1,814,520</b>
<b>Liabilities and Equity</b>			
<b>Liabilities</b>			
Current Liabilities			
Other Current Liabilities	1,531,997	1,292,992	1,292,992
Accounts Payable	479,569	383,975	515,182
<b>Total Current Liabilities</b>	<b>2,011,565</b>	<b>1,676,967</b>	<b>1,808,174</b>
Total Long-Term Liabilities	0	0	
<b>Total Liabilities</b>	<b>2,011,565</b>	<b>1,676,967</b>	
<b>Equity</b>			
Net Income	0	-160,107	6,346
<b>Total Equity</b>	<b>0</b>	<b>-160,107</b>	<b>6,346</b>

## Notice

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

September 2022 Financial Board Reports V2.xlsx

## Notice

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

IHSNO - Supplemental Report - September 2022.xlsx