



Voices for International Business and Education

VIBE Academic Committee Meeting

Date and Time

Thursday June 13, 2019 at 6:00 PM CDT

Location

727 Carondelet St. New Orleans

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

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Approve Minutes

Approve minutes for Academic Committee Meeting on May 6, 2019

II. Academic

Academic

A. Academic Dashboard

Presentation of the current information on the dashboard to the AC to be reviewed and discussed by the committee members with administrative staff present.

B. Charter

Receive updated information and review the final draft created by Administrative Staff.

C. School Performance Score Action Plan

The committee will be provided updates in reference to the progress of the Remediation Specialist, ACT Prep enrollment, Instructional Coaching, etc. in order to improve our SPS.

III. Closing Items

A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Committee Meeting on May 6, 2019

APPROVED



Voices for International Business and Education

Minutes

Academic Committee Meeting

Date and Time

Monday May 6, 2019 at 6:00 PM

Location

727 Carondelet St

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

Committee Members Present

A. Berger, G. Lazard, S. Retzlaff, S. Wilson

Committee Members Absent

L. Lopez, S. Thomas

Guests Present

Charles Young, D. Deno, M. Roney, Yenny Carreno

I. Opening Items**A. Record Attendance and Guests****B. Call the Meeting to Order**

S. Retzlaff called a meeting of the Academic Committee of Voices for International Business and Education to order on Monday May 6, 2019 at 6:05 PM.

C.

Approve Minutes

G. Lazard made a motion to approve minutes from the VIBE Academic Committee Meeting on 04-09-19 VIBE Academic Committee Meeting on 04-09-19.

S. Retzlaff seconded the motion.

The committee **VOTED** to approve the motion.

II. BUDGET

A. BUSINESS

This meeting is to determine if we have enough money to meet our academic goals for the '19-2020 school year so we can report back to the Finance Committee.

Academics goals include World Language Program, IB program, and updating technology

Culture goals include recruitment and celebrating diversity.

S. Wilson presented a document that he said captures the main components of what we have put more focus on the budget this year and how we have revised it for next year.

The changes include:

- All students that are required to take four courses from with ELA and Math are the ones we used LEAP interim assessments to have alignment in terms of where students are.
- Alignment by acquiring Tier I curriculum and the challenges to mitigate the misalignment
- S. Retzlaff wonders if we have enough funding for all of that. S. Wilson thinks that by the end of the object code in the list we will know what items we have funding for and which items we do not have.
- G Lazard asks if we have a Spanish ESL teacher and how will this impact ELL student next year.
- AB replies that this was the first year we had two ESL teachers, for next year the world language teachers who currently have open blocks for study hall will have ESL classes

G L wonders what support we will have in place for ELLs who are in need of intervention according to our SPS

- A Berger states that this was the first year of the new EL test, so we will need the needed intervention after getting results.
- Conversations had around total projected funds needed. SW says there is a deficit if we factor in the two Instructional coaches, two remediation specialist and an ACT

teacher. Projected \$170,000 deficit if all items are included in the budget. D Deno says the projection of the salary is at full capacity.

300 professional services:

- Reductions are projected from three to two security guards, but we also will implement " Capturing Kids Hearts (CKH) that is proven to deliver results decreasing infractions, suspensions and improving relationships between faculty and students.
- Gail wonders who will be in charge and how to get teacher buy-in. C Young expresses that the program has a great value and that staff members that are not in agreement with the program are probably not a good fit for IHSNO. A Berger thinks CKH will be a positive impact with our retainable staff
- S Wilson suggests we will probably put an RFP for new security guard where the officers are trained in house and fit the needs of the school community. M Roney sees the reduction on the budget with CKH program implementation. It sounds like a good investment. Total CKH invest of \$45,000 which will train all faculty & staff, with additional training available as needed.
 - M. Rooney wonders if this is better than what we are using this year. A. Berger explains that we do not have all staff members trained in restorative approaches, CKH program is a more holistic approach. We visited different schools to see the benefits of the program

400 Purchased Property services:

- We will continue the process with Yondr pouches applying the learnings of this year.

Other Objects:

- A Berger we need to open IB for all through English. This will mean to have 3 to 5 ELA teachers trained. S Retzlaff questions if we are paying for all IB assessments.
- G Lazard wonders of all schools who offer IB what is the percentage participating in full DP program. S Wilson says that it depends on the model followed by the school. S Retzlaff asks if we still are focused on preparing most students to participate in the full diploma program. Is there a number goal? S Wilson would like to have 25% of the population 11th- and 12th-grade students participating in the DP program. There are certain challenges like legislation for 2 years of language that does not force the students to take 4 full years of language.
- S Retzlaff recalls the recommendations from the IB 5 year revision. For instance, getting a science lab. SW says we have a partner with the STEM lab which provides materials needed for science experiments and classes. S Retzlaff wonders if we want a language lab. S Wilson says we have reached out to

different foundations like Rosetta stone that we can utilize in all language classes. The art department is underfunded. S Wilson says we are around \$10,000. The art department has been creative to raise funds for the department. SR- math lab. A Berger says we need calculators, laptops, software. S Wilson thinks it will amount to 40,000 for hardware. SR wants to talk about recruitment as it pertains to culture in the SP.

SW says that the recruitment efforts do not match to the students that are assigned to us by One APP. We need to look at our numbers and see the direct correlation in the efforts we started three years ago. That is not a question that can be answered today so we are at deciding point to see how we can use the funding. Either we use this funding for grant writing or reevaluate the recruitment efforts and the allocations.

MR says that the budget needs to be balanced

III. Closing Items

A. Adjourn Meeting

G. Lazard made a motion to adjourn the meeting.

M. Roney seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:15 PM.

Respectfully Submitted,
S. Wilson

Coversheet

Charter

Section: II. Academic
Item: B. Charter
Purpose: Discuss
Submitted by:
Related Material: VIBE Charter Academic-DRAFT-2019-0603.pdf

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EXECUTIVE SUMMARY (three to five pages)

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

1. Provide an Executive Summary (in three to five pages) for the proposed school that describes the following:

a. A clear statement of the mission, academic philosophy and values;

The mission of the International High School of New Orleans (IHSNO) 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.

IHSNO, the first public language based, International Baccalaureate World School high school in New Orleans, offers extensive language learning in Arabic, French, Mandarin, Spanish, and Vietnamese. Students from across the state of Louisiana regardless of background, skill level or special needs status are encouraged to attend. IHSNO offers a variety of dual enrollment/early college, and extracurricular activities to students. The Vision of IHSNO is International High School of New Orleans' students are compassionate, productive global citizens who positively impact the world.

b. An overview of the school structure, leadership team and governance;

School Structure

All students enrolled at IHSNO will participate in the International Baccalaureate Diploma Programme (IBDP). Students may choose to attempt the Full Diploma Programme, the Career Programme (IBCP), or complete any of the courses offered within the framework of the International Baccalaureate Programs offered. The comprehensive IBDP curriculum selects elements from the educational systems of many countries and provides students from differing cultural, economic and social backgrounds with the knowledge, critical thinking skills and international awareness necessary for thriving in a global community. The IBCP promotes career training, service learning, and personal and professional development while still offering a rigorous academic experience for students.

Leadership Team

All faculty and staff work at the direction of the School Leader to ensure that the design and implementation of the curricular framework and instructional models chosen to meet the needs of all students, comply with state academic standards and demonstrate effectiveness in meeting the projected targets for overall school performance score and student academic achievement.

Governance

IHSNO is governed by a charter school board sponsored by the *Voices for International Business and Education, Incorporated* (VIBE). VIBE and its recommended charter school board members represent a diverse group of professionals across a plethora of industries who have demonstrated a commitment to serve the school by ensuring that governing the policies and procedures set forth by the Board support the school

environment, its goal of academic rigor and operational excellence, and full compliance with stated state and federal regulations.

c. A description of the school's short and long-term goals (academic and operational);

IHSNO's goals can be divided into five categories:

- 1) **Academic Achievement** — In the short-term, the goal is to assess enrolled students' academic ability and develop personal educational plans that address the academic and behavioral needs of each student. As students grow intellectually and acquire the necessary skills to succeed academically, the long-term goal is to create a life-long love of learning which establishes an "education tradition" in the students, their social communities (e.g., family & peers) and for future students entering the school. Additionally, School Leadership is committed to meeting or exceeding the SPS target score of 86.
- 2) **Social/Emotional Development of the Student** — Immediately critical is the establishment of an Advisor/Advisee program which assigns each incoming freshman to a specific faculty member who will build relationships with both the student and their parent/guardian(s) to ensure that the academic, social, behavioral and long-term career goals of the students are identified and met through a mutually constructed plan of action. Long-term, students and their families will be provided multiple opportunities to interact with various community groups to enhance student exposure both culturally and academically – thus expanding their worldview from an international perspective.
- 3) **Staff Development** — Short-term, the goal is to screen and select staff who demonstrate an ability to adapt in a non-traditional school structure while possessing sufficient professional credentials and experience to provide quality instruction to all students enabling them to achieve academic success. Long-term, staff will work in a team environment which emphasizes on-going, rigorous and deliberate professional development as well as data-driven instruction and sharing of successful instructional models to advance student academic achievement.
- 4) **Operational Accountability** — The leadership team will immediately design and implement operational and financial systems that ensure effective delivery of Payroll, Employee Information Management (HR), Student Information Management, and School Finances according to local, state, and federal guidelines. Additionally, the Leadership Team will ensure the school is fully compliant with Louisiana Department of Educational standards of accountability and federal reporting for categorical funds received. Long-term, these operational systems and processes will continuously be monitored for efficacy and transparency.
- 5) **Connection to the Community** — The school will be supported by the students' families, an advisory committee, and numerous contacts in the diplomatic, academic and business communities who are aligned with the school's vision and mission. The short-term goal is to establish initial contact with as many interested parties as possible to lay the foundation for these relationships. Long-term, these relationships will be nurtured to ensure IHS' on-going success.

d. An explanation of the research-base that demonstrates the school model will be effective in improving student achievement:

1. **Small School Environment:** Approximately forty years of research indicates that small schools promote higher attendance, higher graduation rates, fewer dropouts, equal or better levels of academic achievement, higher levels of extracurricular participation and parent involvement and fewer incidents of discipline and violence. Several longitudinal studies also demonstrate a correlation to a higher percentage of college enrollments. Research sources include, the Coalition of Essential Schools, Cotton (1996), Raywid (1998), Cushman (1999), Funk (1999), Hendric (1999), Wasley, et al (2000), Aness and Wichterle (2001)
2. **International Baccalaureate:** The curricular focus of the International Baccalaureate Diploma and Career Programmes is supported by several government entities and policymakers from the United States and abroad. The curriculum promotes critical thinking skills, second-languages skills and an understanding of other cultures. International standards of measuring teaching and learning ensure best- practices and resources from a wide range of practitioners. Various studies show that students who have participated in IB classes outperform other students on state assessments, have a higher acceptance rate to college, and a higher rate of success in college. For students intending to enter the workforce after IHSNO, the CP offers a combination of real life professional experiences as well as the focus on academic and critical thinking skills mentioned above. Research has been culled from a variety of sources, including the International Baccalaureate Organization (2003), the Academy School District of Colorado (2003), and *College Knowledge* (including accompanying college survey) by David Conley. In order to prepare students for the demands of the IB, IHSNO plans to introduce the Middle Years Programme (MYP) as a curricular focus in the 9th and 10th grade. The MYP establishes the processes, Approaches to Learning, and expectations of the IB for younger students. Introduction of the MYP leads to increased student interest and better assessment results for students taking courses in the DP and CP in later years.

e. An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population:

1. **Small School environment:** In a small school environment, every student has the chance to be well known by at least one adult in the building, ensuring that the academic, social, and emotional needs of every student are met. A laser-like focus on student achievement and student goals is supported by flexible scheduling and individualized academic plans. Statistics from the Coalition on Essential Schools illustrates key findings regarding student performance in small schools across all socioeconomic and racial divides.
2. **International Baccalaureate:** The International Baccalaureate Diploma Programme, Career Programme, and Middle Years Programme provide a comprehensive and demanding course of study that prepares all students for the rigor of college coursework and career success. Diverse assessments and a focus on critical thinking are good for all students, not just those labeled “advanced”. As the number of remedial college courses rise across the country, it is imperative that

all our students have access to rigorous coursework that adequately prepares students for college-level work.

The IB brings together best practices from around the world and provides exceptional professional development for teachers. These resources allow teachers to differentiate their lessons and to tailor strategies to meet the needs of all students. Promoting a deliberate worldview, students are encouraged to consider their own historical, literary, and cultural heritage in context.

f. An explanation of the school's core values about teaching and learning.

The leadership team has established the following core values about teaching and learning for the International High School.

1. **High Expectations for All Students** – IHSNO's mission underscores our commitment to ensure every one of our students receives an education that prepares them for a multi-lingual life in business and/or academics. Research on high-performing schools serving low-income and minority populations has consistently demonstrated that a culture of no excuses and a belief in the ability of *all* students to achieve at high levels is of paramount importance to securing positive student outcomes.
2. **A Structured and Orderly Learning Environment** - A highly-disciplined culture is integral to establishing an environment where students can achieve at high levels. We will build structure through explicit processes, procedures, rituals, and routines that are consistent campus wide.
3. **Curriculum and Instructional Systems with Proven Results**
4. **IB Learner Profiles** - As an IB World School, IHSNO core values are expressed through the ten components of IB Learner profile: Open Minded, Inquirers, Caring, Knowledgeable, Thinkers, Risk Takers, Principled, Communicators, Balanced, and Reflective. These characteristics express the traits necessary for our students to succeed in IB coursework as well as success in their communities. These traits are messaged consistently throughout our building and students and teachers are honored each month for consistently exemplifying these characteristics.
5. **Approaches to Learning** - The IBO identifies several sets of skills as necessary for the academic and social growth of a student as core Approaches to Learning (ATL): Thinking Skills, Communication Skills, Social Skills, Self Management Skills, and Research Skills. By providing formal instruction and guidance on these sets our students are equipped for the rigor required for IB coursework. IHSNO also deems development of these skills necessary for reaching the goals set out in our mission and vision statements.
6. **Approaches to Teaching** - The IBO also names six key principles for teaching students within the framework of the IB programmes:

Teaching in IB programmes is:

1. *based on inquiry*
2. *focused on conceptual understanding*
3. *developed in local and global contexts*
4. *focused on effective teamwork and collaboration*
5. *differentiated to meet the needs of all learners*

6. *informed by **assessment** (formative and summative). (Diploma Programme Approaches to teaching and learning website: Updated February 2015)*

These approaches to teaching are key to quality instruction regardless of the academic framework and serve as the key pedagogical framework for instruction and collaboration here at IHSNO.

5. **Increased Parental Involvement** – Parents and guardians are an essential resource to any school. IHSNO teachers and administrators will seek to build and maintain relationships with parents & guardians through face-to-face meetings, home visits, phone calls, e-mail and school-sponsored events.

MISSION AND VISION (not to exceed 5 pages)

1. A clear statement of the mission, academic philosophy, and values.

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

Vision Statement: International High School students are compassionate, productive global citizens who positively impact the world.

2. Describe the community and students you wish to serve.

We serve students in grades 9 through 12 who reside in the state of Louisiana who have an interest in language learning and acquisition and the International Baccalaureate Programme. We believe most of our students will reside in Orleans Parish, but as a Type 2 Charter, we invite students to enroll from any Louisiana parish.

3. Complete the enrollment projection chart in *Appendix E*, providing enrollment for each grade level for years one through five. Provide an enrollment projection

See Attached Enrollment Projection Table

EDUCATION PROGRAM (not to exceed 50 pages)

Educational Philosophy, Curriculum and Instruction

4. Discuss the school's educational philosophy and how it aligns with the mission.

a. Describe the instructional methods to be used that support the educational philosophy.

The International High School of New Orleans is a one-of-a-kind high school in Louisiana. While it is our programming that sets us apart on the surface (four years of language learning and the International Baccalaureate Diploma Programme), it is our responsibility to our students that drives us each day. To achieve our goals, IHSNO must truly be:

- A school rooted in the culture of New Orleans where students and teachers communicate in multiple languages and explore international cultures, issues, and languages.
- A school that prepares students to live and learn in our global community.
- A school where students will develop creative expression and individual talents.
- A school where everyone takes responsibility for their own actions and where everyone is physically and emotionally safe.
- A school where students support and are supported by the school and local community.
- A school where students are trained to become lifelong learners.
- A school where students are technologically literate.
- A school where students will think critically, solve problems, work cooperatively and make informed choices.
- A school where students show respect toward themselves and others regardless of differences.
- A school that holds students to high standards and believes that all students can learn and that all students will achieve mastery levels on local, state, and national assessments.

To turn these phrases into action, IHSNO adopts the Approaches to Teaching and Learning prescribed by the IBO as well as the IB Learner Profiles. These concepts provide a clear goal for who our students will be and the framework for how to guide them on this path to achievement.

The International High School teacher's role is to guide, providing access to information rather than acting as the primary source of information, and the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students with access to problem-based learning and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to

occur. The IHSNO learning environment will be rigorous and challenging, allowing students to make valid connections that ensure learning.

Teachers will participate in grade level and subject area groups developing a cross curriculum methodology. Cross curriculum ties will be used involving various academics such as biology, language arts, and world geography. An example of this method would be: In one unit, students read the book “Hungry Planet: What the World Eats”. In World Geography, students chart agricultural production and exports and imports, discussing the political and geophysical implications responsible for malnutrition in third world countries. In Biology class, students will calculate caloric intake for the various families in the book and use the data to learn how calories become energy and, circling back to social studies, how it potentially affects a nation’s productivity.

Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a curriculum around student and community interests fosters intrinsic motivation and stimulates the passion to learn. At IHSNO, not only do core classes strive for relevancy, but we will have time each day for Advisory.

Helping students and teachers to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. Students have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment. The more involvement teachers have in this process, the greater their sense of ownership in the school. At IHSNO, teachers will meet during the summer and throughout the year to revisit discipline procedures.

The ability for our teachers to calmly diffuse a variety of situations and keep students on task and in class is invaluable. It also holds up our belief that discipline is what you do for the student before he or she gets into trouble.

During the first days of schools, students begin to realize the importance of active listening, how it is represented in the classroom students and are more comfortable with sharing their ideas with their classmates and the level of respect for one another increases.

Appropriate behaviors and interactions are modeled through the IB Learner Profile which encourages students and teachers to be open-minded, communicate, demonstrate caring, be knowledgeable, think deeply, take risks, inquire, stand on principles, find balance, and reflect on their actions. By evaluating our behaviors through the lense of these traits, we create a culture focused on achievement and restoration of community rather than one focused on consequence and punishment.

We “sweat the small stuff” because we know the importance of structure and routine for our students. If we truly want them to internalize our values, then repetition and consistent, school-wide standards must be non-negotiable. Just as we believe that every adult in the building is a teacher, so is every student every teacher’s responsibility.

Discipline at IHSNO is never a “gotcha”. It is rooted in true care and concern for students. By building relationships, students and their families should know explicitly that we are holding students (and ourselves) to the highest of standards to ensure, “purposeful pursuit and optimal achievement”. Ultimately, discipline is not just about consequences, but about providing opportunities for students to know exactly what is expected of them and helping them to internalize strong values and grow into thoughtful adults with a strong moral and work ethic.

b. Provide evidence that this educational philosophy and/approach are effective and will result in high academic achievement for the anticipated student population.

An International Education “Promote multicultural awareness”

From an international perspective, education today must prepare students to collaborate and compete in a wide variety of diverse settings. Schools must prepare all their students for the global age by raising their levels of education attainment, emphasizing international knowledge, skills and language acquisition, and fostering respect for other cultures.

In a world in which knowledge is changing rapidly and technology is providing access to vast amounts of information, our challenge is to hone students' critical-thinking skills and to familiarize students with key concepts that they can apply to new situations. In this way, they can make sense of the explosion of information from different sources around the world and put information into perspective and context. Only then can this information become meaningful.

Teaching students about the world at IHSNO is not a subject, separate from other content areas, but should be an integral part of *all* subjects taught. We need to open global gateways and inspire students to explore beyond their national borders. Students need to extend traditional American values into the global arena. These include a concern for human rights and respect for cultures that differ from the United States. By learning to understand other perspectives, students can develop critical-thinking skills and enhance their creativity.

Students should focus on becoming active and engaged citizens in both their local and global environments. IHSNO promotes civic engagement by weaving discussions of

current events throughout the school day and using technology to connect students directly to peers in other parts of the world and promote service learning projects on issues that students can address at both the local and international levels, such as alleviating hunger, providing education support to students in poverty, and improving the environment.

“Preparing our students to succeed in a global economy”

The world into which today's high school students will graduate is fundamentally different from the one in which many of us grew up. We're increasingly living in a globalized society that has a whole new set of challenges. Four trends have brought us here.

The first trend is economic. The globalization of economies and the rise of Asia are central facets of the early 21st century. Since 1990, 3 billion people in China, India, and the former Soviet Union have moved from closed economies into a global one. The economies of China, India, and Japan, which represented 18 percent of the world's gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world's GDP within 30 years (Wilson, 2005). One in five U.S. jobs is now tied to international trade, a proportion that will continue to increase (U.S. Census Bureau, 2004). Moreover, most U.S. companies expect the majority of their growth to be in overseas markets, which means they will increasingly require a workforce with international competencies. According to the Committee for Economic Development (2006),

To compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries.

Science and technology are changing the world and represent a second trend. In *The World Is Flat*, Thomas Friedman (2005) describes how the, “wiring of the world” and the digitization of production since 1998 are making it possible for people to do increasing amounts of work anywhere and anytime. Global production teams are becoming commonplace in business. In addition, scientific research, a key driver of innovation, will increasingly be conducted by international teams as other countries ramp-up their scientific capacity.

The third trend involves health and security matters. Every major issue that people face—from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation—has an international dimension. Solving these problems will require international cooperation among governments, professional organizations, and corporations. Also, as the line between domestic and international affairs blurs, U.S. citizens will increasingly vote and act on issues—such as alternative energy sources or security measures linked to terrorism—that require a greater knowledge of the world. In response to this need, a 2006 report from the National Association of State Boards of Education recommends infusing classroom instruction with a strong global perspective and incorporating discussions of current local, national, and international issues and events.

The fourth trend is changing demographics. Globalization has accelerated international migration. New immigrants from such regions as Asia and Central and South America are generating a diversity in U.S. communities that mirrors the diversity of the world. Knowledge of other cultures will help students understand and respect classmates

from different countries and will promote effective leadership abroad.

In short, U.S. high school graduates should develop the skills needed to:

- Sell to the world.
- Buy from the world.
- Work for international companies.
- Manage employees from other cultures and countries.
- Collaborate with people all over the world in joint ventures.
- Compete with people on the other side of the world for jobs and markets.
- Tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery (Center for International Understanding, 2005).

However, U.S. schools are not adequately preparing students for these challenges. Surveys conducted by the Asia Society (2002) and National Geographic-Roper (2002) indicated that, compared with students in nine other industrialized countries, U.S. students lack knowledge of world geography, history, and current events. Shockingly few U.S. students learn languages that large numbers of people speak, such as Chinese (1.3 billion speakers) and Arabic (246 million speakers).

Fostering global competency at IHSNO

The new skill set that our students will need goes well beyond the United States' current focus on the basics and on math, science, and technology. These skills are necessary, of course, but to be successful global citizens, workers, and leaders, students will need to be knowledgeable about the world, be able to communicate in languages other than English, and be active, informed citizens. Teaching about the rest of the world in U.S. schools has often focused on the superficial: food, fun, and festivals. Today, we need deeper knowledge, such as understanding significant global trends in science and technology, how regions and cultures have developed and how they interconnect, and how international trade and the global economy work. IHSNO students are working in a cross-curricular environment to solve a real-life problem.

An example of how IHSNO fosters deeper world knowledge is when students consider how increasing the supply of fresh water or changing forms of energy use in one country could have major effects on another country. Programs like iLEARN and Global Learning and Observations to Benefit the Environment (GLOBE) make it possible for students to work collaboratively with peers in other countries. School-to-school partnerships enable both real and virtual exchanges.

Language Skills

Only about one-half of U.S. high school students study a foreign language. The majority never go beyond the introductory level and 70 percent study Spanish (Draper & Hicks, 2002). This results in a serious lack of capacity in such languages as Arabic and Chinese, both of which are crucial to the prosperity and security of the United States. The International High School currently offers language instruction in Arabic, French, Mandarin, Spanish, and Vietnamese. Heritage communities in the United States—communities in which a non-English language is spoken at home, such as Spanish or Navajo—provide rich sources of teachers, students, and cultural experiences (National Language Conference, 2005). IHSNO currently has a sizable Hispanic population and these students are encouraged to continue learning and exploring Spanish while also becoming proficient in another language.

We define our mission as producing students who are prepared for work, citizenship, and leadership in the global era, so that New Orleans remains true to its illustrious history while ensuring that it remains an important global center today and in the future.

*The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.*¹

We recognize that many of our students come to high school unprepared for appropriate, grade-level work due to a multitude of factors. We wholeheartedly believe in being an open-admissions high school, it is our responsibility to meet all of these students where they are academically and work tirelessly to ensure that all students, regardless of background, equal access to the highest levels of academic success at IHSNO. This occurs in several ways:

- Small-group, pull-out and tutoring opportunities during and after school hours.
- Constant and consistent benchmark testing so that we are acutely aware of the growth of each student.
- An extended school day and school year, along with summer learning opportunities, provides more time for guided and independent practice of skills and acquisition, application, and extension of knowledge.

5. If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum and the anticipated professional development needs.

¹ Schleicher, Andreas (2006), *The economics of knowledge: Why education is key for Europe's success*, Lisbon Council Policy Brief, Brussels.

If proposing an alternative curriculum provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that be used to implement the curriculum.

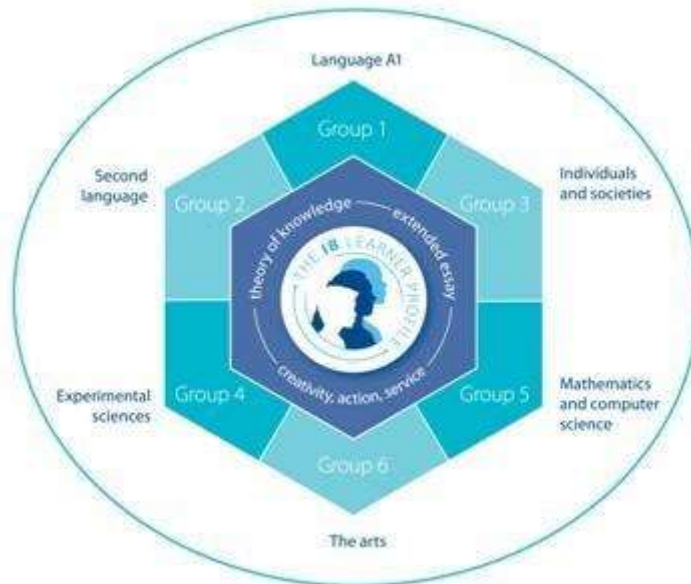
a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (e.g. *Harcourt Trophy Series, Open Court*)

The International High School of New Orleans curriculum is culled from best practices and exemplary programming from a variety of sources. We strive for all our students to be eligible for TOPS scholarships, and therefore pay careful attention to the requirements and course selections found in the Common Core State Standards and the Louisiana Comprehensive Curriculum (LCC). All students will be enrolled in a course of study that will make them eligible for a Louisiana Core 4 Diploma.

IHSNO is also an International Baccalaureate (IB) World School. The IB Diploma Curriculum is a sophisticated, world-renowned two-year curriculum (grades 11 and 12) that has been taught since 1968 and covers a wide range of subjects. IHSNO will provide students with an opportunity to participate in the full range of IB academic areas, as well as the three core IB requirements:

- Theory of Knowledge (an interdisciplinary course that explores the different concepts of knowledge)
- Extended Essay (an independent research assignment of 4,000 words)

- and “Creativity, Action, Service” (a minimum of 150 hours of creative, physical and service participation in the local community)



While the formal IB Diploma Programme does not begin until the junior year, and even though IHSNO is still in the application process to become affiliated with the IB Organization, students in the 9th and 10th grades will be taught using methods and a curriculum which supports the rigor and philosophy of the IB program. Because of the option to partake in the International Business Academy curriculum, it is expected that not all students will choose the IB Diploma Programme. However, it is our intent that all students feel confident enough and have been adequately prepared to commit to the level of rigor and intensity associated with IB coursework.

IHSNO provides a rigorous academic program designed for students to develop an understanding of intercultural relationships along with foreign language proficiency. In addition to the core curriculum, students will also acquire a working knowledge of other cultures, a crucial component for any international business professional.

All IHSNO students are required to successfully complete four units of a foreign language (with at least two units in the same language), making students more appealing to prospective universities and employers.

Curriculums used other than the Common Core, LCC and IB include:

Subject Areas	Source	Curriculum Name	Reason for Choosing
English Language Arts	Houghton Mifflin Harcourt	HMH Collections	Tier 1 Curriculum that is proven effective at creating thoughtful, passionate readers in the classroom.

			Learners and online, embedded professional development
Math	Agile Mind	Agile Mind	Agile Mind dramatically improves achievement by fostering classrooms that embrace engagement, collaboration, and perseverance.
Science	Pearson	Mastering Chemistry Mastering Environmental Science Mastering Biology Mastering Anatomy & Physiology	A curriculum that combines proven content with cutting edge digital support helps students connect science to their daily lives

b. Discuss what instructional methods will be used to support the educational philosophy.

Because our philosophy espouses a need for all students to be successful in post-secondary pursuits, as well as the global economy, students will be exposed to a variety of instructional methods. Teachers will tailor methods not only to the unit of study, but also to the needs of students. For example, a teacher may start with brainstorming to introduce a topic, use lecture with discussion so students for acquisition purposes, scaffold to small group discussions or case studies to apply knowledge, and use “panel of experts” or problem-based inquiry so students can assimilate and extend their knowledge. By scaffolding the instructional model, teachers facilitate critical thinking and encourage students to make connections to prior knowledge and extend their thinking to find relevance in all subject areas. Students will be involved in experiential and blended learning opportunities. This may include presenting class work to a panel of industry experts, and in the IB, major examinations are assessed externally.

c. Articulate how the curriculum aligns with the school mission.

In order to “foster a diverse community of learners”, IHSNO must rely on best practices across the teaching and learning spectrum to meet the needs of each of our students

and their individual needs. By culling those practices from the Common Core Curriculum and the best of research-based studies and programs from around the world, we not only provide for our students directly, but also model the meaning of “expert” as all teachers remain at the forefront of their subject area.

Many of our curricular resources, such as “Facing History and Ourselves” directly correlate with our mission of “promoting cultural awareness”. Instructional methods, resources, and texts will, as often as possible, incorporate an international component. This includes reading important works from other countries, studying socioeconomic, political and environmental issues from around the world, and inviting students and guests to celebrate their heritage and that of others. To prepare our students for “success in a global economy”, the curriculum must promote critical thinking skills. In mathematics and science courses, students’ coursework will be integrated, and problem based. Expanding on anticipated professional development needs.

Excellent teachers are the constant, not the variable for excellent students. Teachers are encouraged to, and will be expected to, remain up to date on pedagogical and subject-area knowledge. Specifically, all teachers involved in the IB Diploma Programme are required to attend IB-hosted professional development. Other sources of development include, “Facing History and Ourselves” training, activities sponsored by the Asia Society’s International Studies Schools Network, the Coalition of Essential Schools, and professional development sponsored by the various national associations in the subject areas, such as the National Council of Teachers of Mathematics and the National Science Teachers Association. Professional development in the areas of classroom management will also be made available to teachers.

d. Explain how the curriculum aligns with the class schedules and calendar year.

An A/B Rotating block schedule, when used correctly, allows for students to enjoy a wide array of academic courses while allowing students an day between classes to complete assignments and receive extra help if necessary. During a 90-minute class, students will be exposed to a variety of teaching methods, as well as varied levels of acquisition, application, assimilation, and adaptation of knowledge depending on the lesson. For students participating in IB classes, the extended class time is ideal for guided and independent practice during class time and for ensuring that all students are set up for success.

The calendar year runs from early August through the end of May. Wednesdays throughout the year will be considered early dismissal for students so that the faculty may meet for professional development or data analysis of assessments. For four weeks in the summer students who are struggling academically or needing LEAP remediation will attend our summer remediation session.

6. Describe the school’s target population and provide evidence of the proposed curriculum’s effectiveness, rigor and relevance to the target population.

International High School of New Orleans currently operates as a single site charter district which is an open-admissions high school that chooses to serve all interested students and their families. Currently, the school serves a diverse student body including African American, Hispanic, Asian and Caucasian students. This diversity is a rarity in the public-school system of New Orleans, and we embrace it. It

is a privilege to be able to prove that public schools in New Orleans, that are not selective, can provide a choice education to students from any socioeconomic and racial demographic. IHSNO will continue to encourage diversity in our student enrollment.

The curriculum, rigorous in nature, is not reserved for only a percentage of our student body. Every student is encouraged to take the most challenging course load possible, and students who are coming to the 9th grade with deficiencies in math or literacy will be met where they are and provided opportunities, through flexible scheduling, after school, summer sessions, and the “doubling up” of courses so that they will be eligible and prepared for IHSNO’s curriculum. Our curriculum provides students a worldview of current events and subject area content while also stressing New Orleans’ former, current and future global importance. Because of the nature of our curricular offerings, every student will have an individualized educational experience relevant to their own goals and aspirations.

Our students come from a variety of elementary and middle schools throughout New Orleans. We do expect to have strong ties to other language focused schools, Montessori programs, and other specialty programs leading to an internationally-focused education. However, we currently have students from many schools throughout Orleans Parish and are building relationships with counselors and advisors at all potential feeder schools. All students should have the opportunity to receive a rigorous, world-class education and be provided with exceptional and stimulating extracurricular, and enrichment opportunities.

7. Discuss the school’s plan for meeting the requirement to serve an “At-Risk” student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

We are committed to serving the needs of an at-risk student population. We have and will continue to recruit from elementary and middle schools in the Metro New Orleans area. It is important that the community recognizes that we welcome students from all backgrounds and academic preparation. Strategies for attracting at-risk students include meeting with 7th and 8th grade students at a variety of schools, inviting middle school students from all schools to attend events at IHSNO, and meeting with counselors and teachers of 7th and 8th grade students to discuss our curriculum and our plans for working with all student populations. We will also reach out to over-age students and students who have struggled with the LEAP. Because our school is culturally focused, , allowing for hands-on and innovative programming, we are uniquely positioned to work with students of varying backgrounds and abilities.

We have, and will continue to have, faculty on staff who have experience working with at-risk populations. As a Type-2 Charter, we will also reach out to those at-risk populations across the region, not only within the confines of Orleans Parish. Attracting these students will require faculty and staff to have an acute understanding of issues facing potential students

and to have specific, individualized plans in place for each student. To retain students, these plans must be made transparent with the students’ families and consistently and constantly monitored and updated to ensure that students are receiving the most appropriate and challenging course of study. As our at-risk students become successful IHSNO students, they will become ambassadors to feeder schools, telling students about their own backgrounds and how they have been able to overcome academic and personal challenges and are on the road to collegiate and post-secondary success.

8. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed.

PERFORMANCE OUTCOME	SCHOOL’S INTERNAL GOAL
<i>Daily Attendance</i>	93% or higher of our student body will be present every day. Students who are consistently tardy or absent will be referred to the counselor for immediate intervention.
<i>State Tests</i>	80% of our student body will score Basic or above on each subject area of the LEAP by the end of 11 th grade. 35% of our student body will reach Mastery on the English and Math LEAP by the end of 11th grade.

<i>Diagnostic Tests</i>	Diagnostic tests in literacy and math will be given the first day of school, followed by regular interim assessments in all subjects every 9 weeks, and finally a post-test at the end of each subject. 75% of students should improve by at least one grade level between the diagnostic and post-test.
<i>Matriculation</i>	All students will matriculate into academically appropriate classes. All incoming students, especially those considered at-risk, will partake in diagnostic tests to ensure that every student is receiving necessary services. Regardless of a student’s previous academic preparation, all students will be considered a full IHSNO 9 th grader and individualized plans will be created to ensure accurate progression and earning of Carnegie units.
<i>Graduation/Promotion</i>	90% or higher of our student body will be promoted into the next grade level at the end of the calendar year or graduate within 4 years. However, because students should be more focused on Carnegie units, there will be no stigma attached to those students who need to recover credits in a summer session or during the following academic year.

<i>Teacher Retention</i>	80% or higher of retainable teachers should be retained each year to support the continuity of student learning. IHSNO will provide individualized development and goal setting for faculty members and encourage the taking on of leadership roles within the school. Teachers who are struggling in the classroom with either academics or management will be provided training, individualized plans and mentorship before any discussion regarding their dismissal.
<i>College Placement</i>	90% acceptance rate for our student body who choose to apply to a post-secondary institution. IHSNO will assist students by providing college tours, welcoming college representatives to our campus and working with students on an individual basis beginning in 9 th grade. Because we are not merely content with their acceptance, students will be supported throughout their post-secondary education and endeavors to ensure their success. 25% of students earn a 22 or better on the ACT.
<i>Second Language Proficiency</i>	50% of our student body will be labeled proficient in at least one language, other than their native language, according to American Council on the Teaching of Foreign Languages guidelines.
<i>International Baccalaureate Programmes</i>	100% of our student body will participate in the IB Programme by taking at least one IB course in either the Diploma or Career programme. Some students will elect to complete the requirements of the Full Diploma or Career programmes. At such time that IHSNO is approved to offer the Middle Years Programme, all students will participate in coursework in the MYP.
<i>CTE</i>	Students will be introduced to Career and Technical Education opportunities in their 10th grade year through a career exploration course, career days and advisory. 10% of students will enroll in career training programs that lead to earning an Industry Based Credential, through one of our Career Training Partners. CTE students may also qualify for IB CP program.
<i>Dual Enrollment</i>	10% of juniors and seniors will participate in college level courses through Dual Enrollment with Delgado, UNO, Xavier, and/or BARD or other providers.

Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5.

The effectiveness of the curriculum will be monitored throughout the first year by the Board and the school leadership. After the first quarter, student performance on interim assessments (measuring Common Core State standards and national standards) and individualized student plans will be examined to ensure that students are receiving appropriate and rigorous instruction that is resulting in achievement for all students. After the second quarter (end of the first semester) of the first year, interim assessments as well as end-of- course tests will be used to measure the effectiveness of the curriculum and

instructional methods. This process will be repeated in the second semester. If the data shows that there are areas of weakness in our educational program or that students are not progressing as they should on interim assessments or performing at Basic or above on LEAP efforts will be made immediately to rectify the situation. If we expect our students to be reflective learners, we must model the importance of data analysis and take a reflective approach to teaching and learning. At the end of the first school year, the Board, school leadership and a committee of stakeholders will reconvene to examine all data taken from course assessments, interim assessments and state tests to determine the overall effectiveness of the curriculum.

STUDENTS WITH EXCEPTIONALITIES

9. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment in compliance with all federal laws and regulations.

a. Explain the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by a third-party contract).

The Board, faculty and staff of the International High School of New Orleans strongly believe that all students, regardless of family background, income, race, religion, sex, or disability can and will, learn. The needs of special education students will be met in accordance with federal and state laws and regulations, including the IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Bulletin 1706, and other relevant regulations/legislation. We believe strongly in the “least restrictive environment”, special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved in a way that is most beneficial to the student.

As outlined in LA-R.S. 17:1943, students with disabilities enrolled in public schools, including IHSNO, are entitled to a free appropriate public education (FAPE). The Section 504 regulation includes several substantive and procedural requirements regarding the provision of FAPE. This includes the requirement that a student with a disability must receive appropriate regular or special education and related aids and services. The requirement is designed so that the individual educational needs of the disabled student are met as adequately as the needs of non-disabled students. IHSNO will abide by these requirements.

IHSNO will ensure, in a timely fashion that students who are disabled within the definition of Section 504 are identified, evaluated, and provided with appropriate educational services. The due process rights of disabled students and their parents under Section 504 will be enforced.

IHSNO commits to the placement and provision of services to students with disabilities in his or her individualized education program (IEP) as follows:

- 1.) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and
- 2.) Special classes, separate schooling or other removal of children with

disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- 3.) A continuum of services and placements is available to meet the needs of children with disabilities for special education and related services.
- 4.) Supplementary services may be provided in conjunction with regular class placement.
- 5.) The educational placement of each child is determined annually.
- 6.) The educational placement of each child is based on his/her IEP.
- 7.) The various alternative placements are available to the extent necessary to implement the IEP for each child with a disability.
- 8.) Unless the IEP of the child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if non-disabled.
- 9.) In selecting the LRE, consideration is given to any potential harmful effects on the child or on the quality of services that could result from the placement /services.
- 10.) Students with IEPs will be included in school as well as general state and district-wide assessment programs, with all necessary accommodations where appropriate.

b. Describe the personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).

The IEP committee (consisting of Special Education faculty, the administration and subject area teachers) will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the students' individual education plan and overall educational needs. At least one person qualified to conduct or interpret individual diagnostic examinations such as a school psychologist, speech and language pathologist, special education teacher or remedial reading teacher will also be included. Administrative responsibilities include:

- 1.) Removal of the student from general education will occur only when the nature and severity of the disability is such that education in general classes, including art, music, and PE with the use of supplementary aids and services, cannot be achieved satisfactorily.
- 2.) This removal will be based on a review of the student's educational status which may include but is not limited to information from IHSNO staff, parents, assessment data, grades/achievement data, psychological data, medical data, related services data, or other pertinent information.
- 3.) Supplementary aids and services may include but are not limited to: team teaching, content mastery, helping teacher, modifications, etc. as determined by the IEP committee.
- 4.) The IEP team will document that there is a continuum of services and placements available and alternative placements

were tried or considered such as: Chapter programs, tutorials, compensatory education, school health services, bilingual classes, ESL, Dyslexia program, or adaptive equipment.

- 5.) In selecting the least restrictive environment, potentially harmful effects of any possible placement or services will be considered.
- 6.) The IEP committee assures that the student is provided the opportunity to participate in nonacademic and extracurricular activities on the same basis with non-disabled students to the maximum extent appropriate considering the needs of that student. If the student is not able to participate, the IEP team will specify areas and state why the student is excluded based on his/her individual needs and abilities.

c. Explain how the school will assess, review, revise and implement the IEP.

Assessing, reviewing and revising the IEP:

Once students are registered for IHSNO, staff from the school will conduct a home visit or meet at the school with each student and his/her family. During this visit, the staff will talk with parents about their student's IEP history. Parents will be informed that all students with IEPs will be re-evaluated upon entering IHSNO and the staff will offer all parents the right to have their student evaluated for special needs. IHSNO will document, in writing, the eligibility of students with special needs. All evaluations and re-evaluations will be undertaken by a special education certified and licensed staff member working with the school.

If, upon evaluation, it is determined that the student is not eligible for services for special needs, the parents or legal guardians shall be informed in writing of the evaluation findings in compliance with notice requirements within 10 school days. If the decision is that the student is disabled and eligible for special education, the Special Education Chairperson and the IEP committee shall initiate and conduct a meeting to develop an IEP.

A special education certified diagnostician (on staff or retained) licensed to conduct evaluations will maintain documentation concerning referral and evaluation data in the special education referral packet. Personnel responsible for the referral and evaluation of the student sign and date both referral forms and written evaluation reports. A written evaluation report that addresses the presence or absence of those symptoms or conditions is included in the specific eligibility criteria for the handicapping conditions for which the student is being assessed. The report will include the type and severity of the impairment and the functional implications for the educational process. The review committee shall have enough information to determine whether the student has a disability and is in need of special education services. The diagnostician will make recommendations for modifications and implantation strategies to ensure the academic and behavioral success of the students.

Special consideration will be given to the evaluation of physical, mental, and emotional conditions. All referred students except those referred for consideration as homebound, hospitalized, or speech impairment will receive a full, individual evaluation by the multidisciplinary team, which includes at least one teacher or specialist with knowledge in the suspected disability. Specific eligibility criteria for the disability in question will indicate the minimum intensity of evaluation in each area, but the written report will

address each of the following six areas according to the criteria in the policy and procedures manual: language dominance, language proficiency, physical, emotional/behavioral, sociological, and intellectual. The purpose of the full individual evaluation will be to determine as follows:

- 1.) The presence or absence of a physical, mental, or emotional disability which may be contributing to a student's educational need;
- 2.) The presence or absence of a significant educational deficit requiring special education instructional services;
- 3.) Identify specific learning competencies in instructional and related service areas;
- 4.) Provide information that is linked to instruction and recommendations to support student achievement;
- 5.) Make recommendations for determining the grading criteria and procedures for participation in extracurricular activities; and
- 6.) Provide information relative to the appropriate mastery level or levels at which the student should be expected to achieve in order to receive passing grades in all content areas of instruction.

IHSNO will use the following procedures for implementing evaluation, including determination of eligibility:

1. Referrals of students for a full and individual initial evaluation for possible special education services shall be a part of the school's overall general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel must refer the student for a full and individual initial evaluation. Any referral for a Full and Individual Evaluation (FIE) may be initiated by school personnel, the student's parents, (or legal guardian), or another person involved in the education or care of the student. The referral for a full and individual initial evaluation must be completed in 60 calendar days as required by federal regulations.
2. When the possibility of a student's need for special education and related services has been brought to the attention of the school's designee, the designee shall facilitate the completion of the initial referral within thirty calendar days by:
 - a. Documenting the circumstances by date, origin and reason for concern;
 - b. Providing the student's parent(s) (or adult student) written notice that the student has been referred because of a suspected disabling condition and providing the parent(s) with a copy and explanation of procedural safeguards, notice and consent for comprehensive individual assessment, and the opportunity to have input in the referral process through Parent/Social History Information form;
 - c. Collect health information to insure appropriateness of the referral;
 - d. Collect information from educational records;
 - e. Collect information from classroom teacher(s).
3. Before the school proposes or refuses to initiate or change the identification,

- evaluation, or education placement of a student or the provision of a free appropriate education to a student, the school shall provide written notice to the student's parent or guardian:
- a. Give the child's parent written notice, which includes a full explanation of all procedural safeguards and describes any evaluation procedures the school proposes to conduct; and
 - b. Obtain parental consent for the evaluation.
4. IHSNO staff shall request the parent to sign consent form(s) for the mutual exchange of pertinent information where such information is available between the school, other agencies, and/or professionals.
 5. When the collection of the pre-evaluation data is complete the evaluation team will review the data and IHSNO shall fully evaluate the student and arrive at a decision pursuant to this section within:
 - a. Thirty (30) calendar days (also referred to as the formal evaluation period) after the date written consent for an evaluation has been provided by the parent(s) (or adult student); or
 - b. Thirty (30) calendar days (also referred to as the formal evaluation period) after the date the refusal of parent(s) (or adult student) to grant consent has been overridden pursuant to a hearing (or appeal); or
 - c. Any other time period must be agreed upon by the parent(s) (or adult student) and school authorities. IHSNO will specify the reasons for extending the timeline.
 6. Parental consent shall not be construed as consent for placement. If the parents refuse consent for the evaluation, the school may continue to pursue an evaluation by utilizing mediation and due process procedures. If a parent revokes consent, that revocation is not retroactive.
 7. The initial evaluation shall consist of procedures to determine whether a child is a child with a disability and to determine the education needs of the child. In conducting the evaluation, the school shall:
 - a. Use a variety of assessment tools and strategies to gather relevant functional and development information, including information provided by the parent, that may assist in determining whether the child is a child with a disability, and the content of the child's IEP;
 - b. Not use any single procedure as the sole criterion for determining whether a child is child with a disability or determining an appropriate educational program for the child; and
 - c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
 - 1.) As part of an initial evaluation, and as part of any reevaluation, a group of qualified professionals, as appropriate, shall review existing evaluation data on the child, current classroom-based assessments and observations and teacher and related service providers'

observations. On the basis of this review, and input from the child's parents, the committee shall identify what additional data, if any are needed to determine:

- a. Whether the child has a particular category of disability, or whether the child continues to have such a disability;
 - b. The present levels of performance and educational needs of the child;
- a. Whether the child needs special education and related services, or whether the child continues to need special education and related services; and
 - b. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's individualized education program and participate, as appropriate, in the general curriculum.
8. Evaluation materials, procedures, or instruments shall be provided and administered in a student's primary language or mode of communication, unless it is clearly not feasible to do so. Tests shall be selected and administered so as to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors the test purports to measure).
9. Everyone completing an evaluation will complete and sign an evaluation report. Information used to support the evaluation, but which is not incorporated into the file (e.g., review of health records), shall be referenced as to date of record, location, and source person.

The student's evaluation team shall review and analyze the reports of evaluation data and any other available data in each of the areas assessed. The conclusions, recommendations, and the facts and/or reasons resulting in the eligibility decision shall:

- 1.) Identify the disabling condition(s), if any, which cannot be accommodated by general education, and requires the provision of special education services;
- 2.) Reconcile any inconsistent or contradictory information and/or opinions evidenced in the evaluation data, if any, supporting conclusion(s) with appropriate data;
- 3.) Relate the apparent significance, as appropriate, of such factors as test measurement error or cultural, environmental, economic, and behavior factors to the evaluation results.
- 4.) Where specific test results obtained in any evaluation do not appear to the evaluation team to accurately reflect a student's expected performance, the evaluation team shall apply professional judgment to determine eligibility for special education and related services. In such event, the evaluation team shall document in a written narrative the basis for such determination, the instruments used, and the data used for a determination of eligibility.

- 5.) Make recommendations to the individualized education program committee.
- 6.) Regarding placement, special education and related services needed, service options, needs for specialized materials or equipment, instructional and curricular practices and materials, student management strategies (i.e., reinforcement schedules) as determined by the evaluation team to be significant to the student's program.
- 7.) Provide any necessary professional judgment(s) and the facts or reasons in support of the judgment(s).

Implementing the IEP

Each student receiving instruction in a special education class has an IEP which addresses the student's educational needs, educational goals and objectives.

1. The special education teacher or chairperson shall utilize a lesson plan that reflects the short term objectives as stated on the IEP. Grades should evolve from the objectives with supporting documentation of how the grade was determined.
2. Numerical grades shall be recorded for each subject area in a grade book. Recommended minimum mastery level on an IEP objective should be 70%, as a grade of 70 is required for passing at IHSNO. If 70% is too high for mastery, the appropriateness of the objective will be reconsidered by the IEP committee.
3. All objectives are written at a level that continues to challenge the student's abilities. This may necessitate adjustments in curriculum, methods, pacing, materials, criteria, etc.
4. If the student with a disability fails to meet the expectations addressed in the IEP, the responsible teacher(s) shall review the IEP for appropriateness of objectives, instructional levels, materials, and methods.
 - a. The teacher must document on the IEP the efforts made to try to help the student achieve success.
 - b. In the event the student refuses to complete assignments and/or attend school despite repeated attempts to support the student and modify the instructional program, the student may be given a grade below 70 by the teacher, assuming that all efforts were documented per school procedure.
5. If a student with disabilities should fail to demonstrate progress (by failing grades, increased or unchanged behavior problems, low test scores, etc.) the IEP committee must convene to discuss the student's needs and make recommendations to help the student achieve success.
 - a. In addition to the other required persons, the committee should include the teacher(s) of the class(es) the student failed.
 - b. Documentation of reasons for failure(s) and specific plans for remediation must be attached to the IEP Report.
 - c. An IEP committee shall meet if the student is not attending school to discuss the appropriateness of the IEP, need for additional testing, and pursuit of compulsory attendance, if appropriate.

6. The grading of a special education student in a regular education classroom is based upon the IEP committee recommendations for, if any, modifications of essential elements and other modifications of pacing, methods, and materials needed. When the IEP committee has recommended modifications, the special education teacher is responsible for:
 - a. Informing the general education teacher of the recommended modifications;
 - b. Providing information concerning the student's achievement levels, learning style, and behavioral needs;
 - c. Offering assistance to the regular education teacher on a scheduled basis; and
 - d. Documenting contacts with the general education teacher.

7. Parents of special education students will be informed of progress toward goals and objectives as often as parents of non-disabled students are informed of progress. Therefore, parents of special education students are to receive IEP reports on the same schedule that parents of general education students are informed of their progress through progress reports every four to six weeks.

8. Only in the most limited of circumstances may a teacher of a self-contained program use a different report card. All other special education students should receive a report card that follows the same format as that for general education students.

9. Courses will not be identified as "special education," nor will IHSNO have such courses. If IHSNO determines that leveled classes are appropriate, leveling will be based on holistic assessments of all students in combination with IEP based assessments.

a. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.

If a parent disagrees with all or part of the assessment, the parent may ask the school to provide an Independent Educational Evaluation (IEE). If a parent asks IHSNO to provide an IEE, then the school must do one of the following:

1. Pay for the IEE (the IEE must meet the school's criteria specified and the evaluator must meet criteria listed under qualifications of certified special education personnel) or
2. Initiate a due process hearing to show that IHSNO's evaluation is appropriate. If the school prevails with the hearing, the parent still has the right to an IEE but not at public expense. [§300.503(b)]
 - a. If the parent obtains an IEE at private expense, the results may be presented as evidence at a hearing regarding the student.
 - b. If a hearing officer requests an IEE as part of a hearing, the cost of the IEE must be at public expense.
 - c. "Public expense" means that IHSNO either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent.

The parent(s) of a student referred for special education and related services and assessed, or any disabled student eligible for special education and related services who is reevaluated, has the right to obtain an independent educational evaluation. IHSNO will

provide to the parent(s), on request, information about where an independent educational evaluation may be obtained. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with the evaluation results obtained by IHSNO as follows:

1. The parent(s) (or the adult student) should provide a written or verbal notice to the IHSNO designee which:
 - Indicates that the parent disagrees with the school's evaluation; and
 - Requests an independent educational evaluation at public expense.

IHSNO will not deny payment for an independent educational evaluation solely because the parent did not provide prior notification of his or her intent to seek an independent educational evaluation at public expense.

IHSNO shall have the opportunity to initiate and conduct a hearing to show that its evaluation is appropriate with appropriate state authorities.

Parents will be advised that prior to the three-year anniversary date of an active special education student's FIE, a three-year re-evaluation must be completed. The process is as follows:

1. The diagnostician/LSSP will collect data, including updated parent (sociological) data, health information, and teacher information and provide a cumulative file review (standardized group achievement tests, state test results, past three year's report cards, etc.).
2. A review meeting is held to review information, collect any additional information and to determine if:
 - There is sufficient information available to determine if this is a student with a disability.
 - The student continues to require special education services.
 - Further assessment is needed to make the determination of either 1 or 2, and what areas require additional assessment.
3. The parent may request a FIE to be done in the areas for which the student is currently eligible or in other specific areas of suspected disability and the school will comply with that request. Parents must be given a notice of assessment and sign a consent form for the assessment that is recommended. If further testing is recommended or requested, that testing must be completed, with an appropriate report, by the date of the three-year anniversary of the previous FIE.
4. This assessment report will be provided to parents when completed.
5. If this assessment indicates a need for changes in services/IEP goals and objectives, the student's IEP committee will meet to address these changes within 30 school days.
6. If no further testing is recommended and the committee establishes continued eligibility, the date of that decision becomes the new FIE date. If further testing is done, the date of the resulting report is the new FIE date.
7. If no changes in eligibility or services are recommended, the parents will be provided a copy of the report. An opportunity to review the report with the diagnostician/LSSP and another review meeting will be held within a reasonable amount of time.

IHSNO will notify parents at least 5-school days in advance of any meeting to ensure that they will have an opportunity to attend. IHSNO will schedule the meeting at a mutually agreed upon time and place, indicate the purpose, time, and location of the meeting and who will be in attendance. A meeting may be conducted without a parent (or adult

student) in attendance if the parents decline to attend. In such a case the school shall make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

1. Records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Records of visits made to the parent's home or place of employment and the
4. Results of those visits.

In most cases, all efforts will be made to communicate with the parent (or adult student) in their native language. If this is not possible, all efforts will be made to ensure:

1. The notice is translated orally or by other means to the parent (or adult student) in his or her native language or other mode of communication;
2. The parent (or adult student) understands the content of the notice; and
3. There is written evidence that the requirements in this section have been met.

e. Describe how the school will provide accommodations for students with disabilities who require extended school year services.

Should a student's IEP dictates additional services above and beyond the standard school model, the individualized education program team shall make its recommendation on the length of the school year over which such services shall be provided prior to the conclusion of the regular school year.

Students with disabilities who require extended services will also be accommodated during the summer Bridge Session.

f. Include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located.

International High School of New Orleans is committed to the education of all Louisiana students. IHSNO will recruit in all area elementary and middle schools by having current special needs students speak about the school, meeting with counselors and holding Open Houses throughout the year at both the school site and in sites around the Greater New Orleans area and further afield as needed. New Orleans, in particular, has a great deal of students with needs, both physical and mental, and we welcome them all to provide them an appropriate and excellent education.

Our International Baccalaureate curriculum and the International Business Academy curriculum provide several pathways to success for students with different talents and ways of learning. We believe that when we articulate this to the local community and to parents of students with disabilities, in particular, we'll be received as a school that is open and welcoming to all students. In our conversations with elementary and middle school counselors, we will be explicit in mentioning the resources that we dedicate to students with disabilities and specifically ask for those students to visit the school and to participate in events held at the school, such as Francophone Friday (not limited to French speakers) in November and the Spring Fling. We will also invite special needs students to tour the school and meet with our faculty and staff before registering.

As our "special needs" students progress through their years at IHSNO, they will be

consistently supported by our entire community. Working with teachers who assure them of success through hard work and the services made available to them, students will enjoy an appropriately challenging academic environment in which they are a full participant.

11. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

a. Identify LEP students;

Especially in light of the continued growth of the Hispanic population in the New Orleans area, we are excited about our ability to recruit and retain Spanish-Heritage speakers. Because of our international focus, all students regardless of native language are welcome and encouraged to continue instruction in that language while also becoming proficient in English. LEP students will be identified at the point of registration and assessed for services through diagnostic assessments. There is currently a dedicated ESOL teacher as well as several members of the staff who are fluent in Spanish, French, Vietnamese, Mandarin, and Arabic.

b. Ensure students are not tracked inappropriately;

Because we value and appreciate the varied languages of our student body, LEP students will be enrolled in the most appropriate and challenging course of study. Students who in other schools may struggle in content area courses due to the language barrier have the opportunity to be as successful as their peers at IHSNO.

In those subject areas where instruction is only presented in English, LEP students will be provided a dedicated ESOL teacher to assist them. Students' Advisors will also work with students and their families to find applicable resources.

c. Implement strategies to ensure academic success for students.

Like all of our students, LEP students will be assessed frequently through interim assessments and diagnostic testing. IHSNO believe firmly that all students can be successful, and language will not be considered a barrier to that success. The student's Advisor and subject-area teachers will work closely with the ESOL teacher to monitor progress and assist in such areas as vocabulary acquisition and presentation skills. For those students who enter IHSNO with extremely limited English knowledge, the first semester of instruction will include increased time spent with the ESOL teacher, English tutoring either on a volunteer basis or through computer software and constant and consistent monitoring of targeted goals.

To remove the LEP label, a student must pass the oral and written portions of the Language Assessment Scale. In addition, the student must demonstrate fluency through the ability to perform at academically acceptable levels (70% or above) in core classes including English/Language Arts, Math, Science and Social Studies. Once these standards have been met, the student will no longer be considered LEP, but will be monitored by his/her teachers. This process of monitoring will include assessment of the student's written and oral contributions to class, as well as performance on tests both school-designed and standardized. Should it appear that the student is struggling due to a lack of language mastery, a meeting will be called, to include parents if possible, teachers and the student (if appropriate) to revisit the LEP status.

IHSNO provides all necessary staff with specialized curricular materials to enable

English as a Second Language (ESL) students to achieve proficiency. Faculty will be provided or made referrals to appropriate support services that may be needed by ESL students to achieve and maintain a satisfactory level of academic performance.

Such services may include individual counseling, group counseling, home visits, and parental counseling. IHSNO currently employs and will continue to hire several full-time teachers who speak the foreign language(s) that are most common among its students, which are Arabic, French, Mandarin, Spanish, and Vietnamese.

12. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

All students deserve access to a world-class education regardless of economic and/or familial hardships. Our plan for supporting homeless students includes:

- Immediate registration: Any student can enroll and begin school immediately while the counselor begins exploring the specific needs of each student. It is our express desire that students are better off in a school environment where they can establish a routine and sense of normalcy.
- Access and Assistance: In a discrete manner, any student requiring assistance with fees associated with extracurricular activities, field trips, athletics or any other events will receive support from the IHSNO community. Whether subsidized through a fund established by the Board or through the Principal's student activity fund, no student will be excluded from participating due to financial need. Transportation may also be provided, if needed.
- Ensuring success: With the help of the counselor, nurse, Advisor, and administration, students will also be provided assistance with nutritional needs, housing, time and space for homework and any mental health needs that may be needed. Financial assistance may also be available for students to visit post-secondary institutions and all students will receive assistance in filling out financial aid forms and exploring options for funding further education.

13. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

The curriculum of IHSNO is at its heart a rigorous and creative curriculum. As we identify those students in need of academic assistance through diagnostic and interim assessments, we will also identify those students who are academically advanced and requiring additional enrichment and opportunities to be challenged. The International Baccalaureate Diploma Programme is ideally suited to these students as there are ample opportunities for individualized instruction, especially in the areas of the Extended Essay and the Creativity, Action and Service requirement. As well, because of our belief that the arts are as integral to a well-rounded education as any other subject, students who display advancement in the arts will have an opportunity for courses in the arts during the school day, extracurricular activities, and the ability to audition for and attend courses at the New Orleans Center for the Creative Arts.

Students with a specific IEP will have their schedules monitored closely by their Advisor and the counselors. All teachers will be acutely aware of the individual needs of all students, including those with gifted/talented needs.

STUDENT EVALUATION

14. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

In addition to the state-standardized test, IHSNO will also administer the following assessments:

- * 9th grade: GRADE (Group Reading Assessment and Diagnostic Evaluation)
- * 10th grade: GRADE
- * 11th grade: ACT
SAT
Applicable International Baccalaureate exams
- * 12th grade: ACT
SAT
Applicable International Baccalaureate exams

a. Explain how data will be used to improve instruction.

In the 9th grade, Diagnostic assessments will provide IHSNO teachers with a student's Language Arts and Mathematics literacy levels for targeted instruction. With a diverse student body, it will be necessary for teachers to become expert data analysts. Professional development in the early part of the school year will target the teacher's ability to analyze data from a variety of assessments proficiently. Like all years, teachers will be constantly using data from initial diagnostics and assessments throughout the year to critically examine the curriculum and individual student achievement.

The three-year ACT series of assessments will be used to longitudinally monitor student progress. The Explore acts as baseline data and will be an essential component of the student's four-year plan. When students take the Plan in their sophomore year, three to five points' growth is expected. For those students who struggle, the data from the Plan allows us to target specific test preparation skill and subject area deficiencies. As college planning begins in earnest in the junior year, students will take the ACT for the first time, and the SAT if they choose. Our goal is for 25% of students to earn a 22 or better and on the ACT. If this does not occur in the junior year, students and teachers will create action plans. International Baccalaureate exams will not only assess student progress but will also assess how well we are implementing our curriculum. Data from these exams will include percentage of students earning college credit and percentage of student body taking these exams. Both sets of data will be valuable indicators of how well we are achieving our mission.

b. Explain how the school will provide accommodations and modifications for students with exceptionalities.

All students will be provided with appropriate and, if necessary, modified assessments. Whenever possible, LEP students will be given assessments (other than assessments which measure knowledge of the English language) in their native language until they are deemed to have a strong enough knowledge of the English language as determined by the ESOL

teacher and committee. On state-standardized tests, accommodations that have been used in the classroom may be used on the LEAP and EOC according to state policy.

Accommodations may include:

- Extended time
- Small group administration
- Word-to-word dictionaries (no definitions)
- Tests read aloud
- Test administered by the ESOL teacher or individual providing language services

All students, except those who participate in Louisiana Alternative Assessment (LAA), are required to participate in GEE testing. According to state policy, exceptions to the standard test administration procedures may be made if they are used during regular classroom instruction. The following accommodations may be used for special education and 504 students, as necessary:

- Braille
- Large Print
- Answers recorded
- Assistive technology
- Extended time
- Transferred answers
- Communication assistance
- Small group or individual administration
- Tests read aloud

Other modifications may be made as long as they are documented on the student's IEP or 504 Plan and do not breach the security of the test or the meaning of the test score.

c. Explain the plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.

Every year, in every subject area, students will participate in benchmark testing every four weeks. All teachers will be training in the developing, administering, scoring, and analyzing of these assessments. The purpose of our benchmarks is to ensure that all students are achieving, and that academic progress is being made across the curriculum. Every summer, teachers will create benchmarks for the year based on the Common Core State Standards, and the IB curriculum. These benchmarks will be created in conjunction with the course syllabi and schedules so that they can drive the instructional framework of the class. Targeted goals will be created at the beginning of the year and use the same language as the LEAP and EOC.

Benchmarks will be given by all teachers on the same day, followed by a professional development day so that teachers have time to score, analyze, and create action plans based on the data. Before each assessment, teachers will make specific predictions regarding student performance on each standard and question in the benchmark. After students have taken the benchmark, scoring will include not only straight scores but will also include item analysis and standard-based percentages.

Teachers will follow a very specific procedure for analyzing the data of these benchmarks. In the spirit of Paul Bambrick-Santoyo and Uncommon Schools, teachers will score the assessments, compare results to their predictions and then prepare for a conversation with the Principal and Instructional Coach. This conversation serves as the catalyst for re-teaching, creating student-specific action plans, and goal setting for the next benchmark. There is also a reflection piece which inevitably assists teachers in analyzing their own skills and helping teachers to better understand their strengths and areas of growth.

The importance of this process cannot be overstated. IHSNO faculty and staff must have a laser-like focus on student achievement and that includes knowing intimately the growth of each student and their unique needs.

d. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.

All teaching faculty and the Principal will be involved in the creating, scoring and analysis of benchmark data. The Instructional Coach will be specifically responsible for acting as coordinator of state-standardized testing. The teacher acting as the Special Education Chairperson and International Baccalaureate Coordinator will also be involved in the administration, collection, and analysis of assessment data as required or necessary.

15. Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

International High School of New Orleans will be held accountable by the state of Louisiana and the non-profit Voices for International Business and Education (VIBE). We do not anticipate ever reaching the point where corrective action on the part of the state of Louisiana is necessary. Long before the school would be labeled "Academically Below the State Average", VIBE and IHSNO would create an action plan in conjunction with the school faculty and leadership to implement a program for improvement. However, in the event that IHSNO does enter Academic Assistance, professional development, possible staff or leadership replacement, and extensive work with the curriculum and instruction plan will be undertaken. Need for self-imposed corrective response would be determined by lack of student achievement based on internal school goals, poor school culture as determined by student, family, staff, and Board surveys, and if the school was not meeting its financial duties and obligations.

16. Provide the school's policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and SBESE.

In accordance with LA-R.S. 17:3991(B)(9), we will report on the progress of the school with statistical data regarding the school-wide performance objectives stated in the charter at the end of each year. This annual report will take the form of a written document that will be sent to each student's family and made available to community members/leaders via mail, e-mail and local media. This report will be available upon request to all stakeholders and interested members of the community. Availability of this

report will be communicated at the end of each year to all families of enrolled students and to the local media for general dissemination.

Student progress toward performance goals will be reported every three weeks through the issuing of progress reports. Report cards will be sent home on a quarterly basis, with the fourth quarter providing final grades for scheduled classes. The progress reports and report cards will be part of a larger document containing all instructional goals for the student, contact information and a comprehensive four-year plan. This document will serve as an on-going, living document and allow parents and teachers another form of conversation.

17. Provide the school's policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

All International High School of New Orleans seniors will be eligible for the academic endorsement to the Louisiana Core 4 diploma according to the table and details below:

English	4 units
Shall be English I, II, III, and English IV	
Mathematics	4 units
Algebra I (1 unit) or Algebra I-Pt. 2 Geometry Algebra II The remaining unit shall come from the following: Financial Mathematics, Math Essentials, Advanced Math—Pre-Calculus, Advanced Math—Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally-initiated elective approved by BESE as a math substitute	
Science	4 units

<p>Shall be the following: 1 unit of Biology 1 unit of Chemistry 2 units from the following courses: Physical Science, Integrated Science, Physics I, Earth Science, Environmental Science, Anatomy and Physiology, or a locally initiated elective approved by BESE as a science substitute. A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the 4th required science unit</p>	
Social Studies	4 units
<p>Shall be the following 1 unit of Civics 1 unit of American History 1 unit from the following: World History, World Geography, Western Civilization, or 2 units from the following: World History, World Geography, Western Civilization, Law Studies, Psychology, Sociology, Civics or African American Studies. A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's Area of Concentration for the 4th required social studies unit.</p>	
Health Education	1/2 unit
Physical Education	1 1/2 units
<p>Shall be Physical Education I and Physical Education II or Adapted Physical Education for eligible special education students. A maximum of four units of Physical Education may be used toward graduation. NOTE: The substitution of JROTC is permissible.</p>	
Foreign Language	4 units
<p>Shall be at least 4 units in the same foreign language</p>	
Arts	1 unit
<p>1-unit Fine Arts Survey or 1 unit of Art (§2333), Dance (§2337), Music (§2355), Theatre Arts (§2333), or Applied Arts. A student completing a Career and Technical Area of Concentration may substitute a BESE/Board of Regents approved IBC-related course from within the student's area of concentration for the required applied arts unit.</p>	
Electives	3 units

TOTAL	28 units
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Graduation requirements for IHSNO students include passing all four components of the LEAP or EOC with a score of “Basic” or above, successful presentation of a Senior Portfolio. All IHSNO graduates will also demonstrate proficiency in a language other than their native language based on the standards set forth in the American Council on the Teaching of Foreign Languages.

PROFESSIONAL DEVELOPMENT

18. Describe the professional development standards and opportunities that will be offered to teachers and staff.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

Developing, implementing and evaluating professional development will be the responsibility of the Principal, Instructional Coach, and IB Coordinator. Faculty will also be expected to be reflective practitioners, to model life-long learning for their students and to be proactive participants in furthering their own educations.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher’s typical weekly schedule and opportunities for teacher collaboration.

Prior to school opening, all faculty member will participate in a Summer Institute. All teachers will attend a data analysis workshop and teachers will have time to collaborate within their subject area, grade level, and cross-curricular to create their unit planner for the year as well as all benchmark exams.

For teachers and staff involved in the International Baccalaureate, subject area workshops will be held regionally and nationally and IHSNO has budgeted for their travel expenses.

Ongoing professional development will be tailored to the needs of individual teachers and the needs of the school. However, the Instructional Coach and Principal will work closely throughout the year to ensure that teachers are being supported daily through informal and formal observations, pre- and post-conferencing as well as Cluster Meetings led by the Instructional Coach. In subsequent years weekly Clusters will be comprised of subject area teams along with a monthly grade level Cluster. Student scheduling will accommodate common planning for subject area teachers as much as possible to provide for cohesive collaboration during school hours.

Teachers at IHSNO are encouraged to observe their colleagues as often as possible to learn best practices and to provide constructive feedback. Teachers are also encouraged to visit other schools and will be allowed release time to do so. Because we expect teachers to model life-long learning to our students, teachers will also be encouraged to attend on-line professional development and to attend conferences and workshops of their choosing throughout the year. A limited budget will be made available to all teachers to subsidize any fees associated with these activities.

A sample weekly schedule for a teacher would look similar to the schedule below:

	1 st Block	2 nd Block	3 rd Block	4 th Block
Monday	Algebra	Planning	Geometry	Algebra
Tuesday	Algebra	Geometry	Planning	Algebra
Wednesday	Algebra	Planning	Geometry	Algebra
Thursday	Algebra	Geometry	Planning	Algebra
Friday	Algebra	Planning	Geometry	Algebra

c. Describe how the proposed professional development will include and support both general and special education teachers.

All IHSNO teachers will be expected to attend all Summer Institute professional development and to work with the Instructional Coach, IB Coordinator, and the Principal to create an individualized plan of action. The workshops and seminars during the Summer Institute are specifically designed to meet the needs of all classroom teachers. Because we hold all our students to the same expectations of behavior, this training in particular assists in building a true spirit of community and responsibility for all our students.

Because all teachers will create an individual action plan around their own development, all teachers regardless of what or who they teach will be supported equally by the administration in their desire to grow as professionals.

d. Explain how the professional development program is aligned with the school's pedagogy and curriculum.

For our students to have a world view, our teachers and staff must have a world view. Our programming for teachers allows for an international component, while also providing teachers at all levels of the profession with development in classroom management, pedagogy and best practices. While we will frequently employ a “train-the-trainer” model for economic reason, external sources of professional development may come from:

- Facing History and Ourselves
- High School of Business™
- International Baccalaureate Organization
- Asia Society and the International Studies Schools Network
- Coalition of Essential School
- Louisiana Charter School Association

The above list is not exhaustive but does represent our commitment to the growth of our teaching staff and our belief that excellent students must have excellent teachers. These entities and others, including university programming and our own Cluster model support our mission of fostering a diverse community of learners through a rigorous academic program that promotes an understanding of business, multi-cultural awareness,

and foreign language fluency, while preparing our students to succeed in global commerce.

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.

Professional development programming will be evaluated in several ways. First, at the end of each session that we conduct in-house, an anonymous survey will be used to gauge response from educators. The Instructional Coach will also be monitoring initiative and skills presented while observing in classrooms and report on effective use of best practices. Staff who attend outside conferences, workshops, or other training will be responsible for submitting documentation demonstrating the need for the training and how they are going to immediately put newly learned concepts to work in their classrooms. Benchmark and other student assessment data will also be used in determining if teachers are receiving the most appropriate and effective programming.

Should it be found that any programming is not meeting the needs of our teachers or successfully incorporating our mission, immediate steps will be taken to modify the professional development in question. This may include canceling further sessions while simultaneously searching for a more effective program and enlisting outside consultants to assist in the reconstruction of our program. It is our belief that as our needs change and as our staff grows that there will be a regular need to update our professional development programming and therefore, we will consistently be evaluating our programming needs and offerings.

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

19. Provide a summary of the school’s Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

It is the expressed desire and responsibility of VIBE and IHSNO to be an open-admissions school accepting all students who are eligible under the laws of Louisiana for admission to a public school. There shall be no priority enrollment or residential restrictions and if enrollment is higher than space available, a lottery will be held to determine the students who will enroll.

The application period shall last from February 1, 2010 to April 30, 2010 for the first year of the charter.

If necessary, a lottery will be held on May 15, 2010 and all families will be notified by May 22, 2010.

attend.

Families must notify IHSNO no later than June 1, 2010 if their child intends to

For more details in our Enrollment Policy and 19a, b, c, d, and e, please, See Attached Detailed Enrollment Policy.

SCHOOL CLIMATE AND CULTURE

20. Complete the chart below and provide a copy of the proposed school’s

calendar in the first year of operation. Also include a sample daily schedule.

<i>First Day of School:</i>	Bridge Session: July 5, 2010-July 30, 2010 First day of the regular year begins on September 1, 2010
<i>School Day End Time:</i>	School day: 8:00 am-3:30 pm
<i>Hours in school day:</i>	7 hours 30 minutes
<i>Number of Instructional Minutes per day:</i>	395 minutes
<i>Number of Instructional School Days per year:</i>	182 days (not including the 20 days of Summer Bridge)
<i>Number of Before School hours devoted to academics:</i>	.5 hours
<i>Number of After School hours devoted to academics:</i>	1 hour; more if necessary, per subject area
<i>Number of days devoted to staff development during school year:</i>	15 short days for students (12:00 dismissal) and 4 dedicated days
<i>Number of days devoted to staff development prior to school opening:</i>	7 days, not counting any applicable IB training or Doug Lemov “Taxonomy of Effective Teaching” workshops

**Sample Student Daily
Schedule 4x4 Block
schedule**

Block:	Time:	Notes:
1st	8:00-9:30	
2nd	9:35-11:05	
3rd	11:10-1:15	Includes: 1st lunch: 11:40-12:10 2nd lunch: 12:10-12:40
4th	1:20-2:50	
5th block	2:55-3:30	Year-long Advisory

7965 minutes per Carnegie unit x 4= 31940 x 2
semesters= 63880 35 minutes per day Advisory = 6300
Total minutes= 70180

Days Off

September 21

October 21

November 17

December 13

January 20 (1 holiday)

February 17

March 23

April 16

May 21

June 13

182 days total

21. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy.

From our Student-Family Handbook:

The International High School of New Orleans is a college preparatory high school that offers a curriculum in the International Baccalaureate Diploma Programme. Our mission is to foster a diverse community of learners through a rigorous academic program that promotes cultural awareness, and foreign language fluency, while preparing our students to succeed in global commerce.

Global perspectives and understanding of multiple points of view with a challenge to serve others in small and large ways is at the foundation of our cultural development.

What this means:

- IHSNO is truly an international school
- All students engaged in service learning
- In all subject areas international perspectives will be incorporated
- Proficiency in at least one foreign language
- Being familiar with world cultures, international business practices, religions and ethical, moral issues
- Exposure to contemporary local and global issues
- Creation of a diverse population of students, faculty and staff

Mutually respectful and nurturing relationships.

What this means:

- Teachers and staff must know their students well
- Motivating each student to his or her highest level of achievement
- Commitment to demonstrating respect– in all aspects of school life
- An understanding that showing respect involves small actions as well as large.
- Size of school sections and classes should allow for sense of community
- Teacher role as student mentor as critical as the role of academic instructor

Parents are seen as partners with the school and with the student

Purposeful pursuit and optimal achievement of internationally recognized academic standards.

What this means:

- A coherent 9 – 12 continuums, with a shared philosophy and pedagogy
- Focus is on the "whole child": including physical education, ethics and service to others
- A broad liberal arts curriculum with depth as well as breadth
- Development of core competencies and essential understanding in languages, arts, sciences, mathematics, humanities and technology
- Tracking assessment of achievement and feedback over multiple years
- Maintain internationally recognized accreditation standards
- Students and teachers alike must be highly motivated and curious

a. Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy.

Girls/Boys Soccer, Girls/Boys Basketball, Girls/Boy Track, Tennis, Drama, Jazz Band, Newspaper, Literary Magazine, Yearbook, Student Government Association, Debate, National Honor Society (year two), Model United Nations, National French Honor Society, National Spanish Honor Society, IHSNO Young Ambassadors

This list will continue to grow as our student body grows and their needs and desires as a community continue to mature and evolve.

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them.

All students must adhere to the mandatory school uniform daily.

Students dress reflects his/her attitude toward school and class work. Students are expected to be neat, clean, and fully dressed at all times. This policy permits students to wear a blue or green IHSNO Polo or Oxford shirt (button down or spread collar, IHSNO traditional shirt), black appropriate fitting pants, socks and a belt.

SHIRT:

Short sleeve Oxford button down in light blue with logo and shirt tucked in

Long sleeve Oxford button down in light blue with logo and shirt tucked in

Short sleeve IHSNO Polo shirt - blue or green

Button down cardigan in navy blue or black

***Seniors:**

Short or long sleeve Oxford button down with logo in white, and shirt tucked

Short sleeve IHSNO Polo shirt with logo

SWEATER:

Sweater and vest in navy blue or black

PANTS:

Appropriate fitting black pants (Dickies)

SHOES:

Tennis shoes/sneakers

SOCKS:

Must wear socks

BELT:

Must wear a belt

22. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion. Include the procedures and policies for implementing alternative instruction.

At IHSNO, a safe, learning-centric environment actively promotes the creativity and excellence of which we know our students are capable. Therefore, teachers and students adhere to particular systems of discipline that promote the IB Learner Profile Traits: Open-Minded, Inquirers, Caring, Knowledgeable, Thinkers, Risk takers, Principled, Communicators, Balanced and Reflective.

We “sweat the small stuff” because we know the importance of structure and routine for our students. If we truly want them to internalize our values, then repetition and consistent, school-wide standards must be non-negotiable. Just as we believe that every adult in the building is a teacher, so is every student every teacher’s responsibility.

Discipline at IHSNO is never a “gotcha”. It is rooted in true care and concern for students. By building RELATIONSHIPS, students and their families should know explicitly that we are holding students (and ourselves) to the highest of standards to ensure “purposeful pursuit and optimal achievement”. Ultimately, discipline is not just about consequences, but about providing opportunities for students to know exactly what is expected of them and helping them to internalize strong values and grow into thoughtful adults with a strong moral and work ethic.

It is for this reason that the classroom teacher is responsible for trying to deal with most issues that arise on their own. Relationships and respect are built in the classroom and can be easily broken down when students believe that you don’t care enough to deal with them directly. Of course, if students are being openly disrespectful, belligerent, or otherwise disrupting class, they should be sent to the Dean of Culture or designee. The student will be supervised by the Culture Team, and may be provided a consequence, but ultimately it still remains the responsibility of the student and the teacher to resolve the issue.

The following behaviors should be addressed by the teacher:

1. Talking or making comments while the teacher or another student is speaking

2. Putting their head down on the desk
3. Uniform infractions
4. Calling out answers without permission
5. Playing with makeup, brush, comb, lotion, etc.
6. Inappropriate or unsafe use of school property
7. Being loud in a line, or otherwise not following the directed volume level
8. Inappropriate conduct on campus
9. Chewing gum or eating in restricted areas
10. Off-task behavior during independent or group work

In the majority of incidents, these actions will be corrected by following the six steps laid out in the Lemov training:

1. Non-verbal correction
2. Positive group correction
3. Anonymous individual correction
4. Private individual correction
5. Lightening quick public correction
6. Consequence (done calmly, formally, and with no confrontation or “stage time”

Classifications of Infractions are found in the Orleans Parish School Board Code of Conduct.

Multiple corrective strategies may be used to address problematic behavior before suspension, depending on the individual student’s needs. For some students, including those with disabilities, this may include conducting or revising the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

Corrective strategies for infractions are found in the Orleans Parish School Board Code of Conduct.

If students continue to misbehave after these steps have been taken, the teacher should speak with the student away from other students, followed by a brief conversation in the hall (the teacher should never leave the class unattended), and if the student still chooses to misbehave, refer the student to the Dean of Culture.

The Dean of Culture can be involved in the following situations:

1. The teacher has exhausted all prior strategies
2. Two or more students have a conflict that requires immediate attention
3. A student arrives in your class agitated from a previous experience that is preventing her from entering your class in a reasonable manner
4. A student is distraught over a family/personal situation and it is preventing her from entering your class in a reasonable manner

A student cheats or plagiarizes

The Principal/ Dean of Culture MUST be involved in the following situations:

1. A student is openly disrespectful or uses profanity towards an adult in the building
2. A student uses profanity towards or threatens another student
3. Any incident of fighting or roughhousing
4. A student has a weapon on their person or on campus

5. A student is suspected of being under the influence of alcohol or drugs, or has a contraband substance in their possession

Detentions

Teachers are responsible for scheduling Friday detentions. The Culture Team is responsible for scheduling Saturday detentions. It is the responsibility of the teacher to contact the student's parents to let them know what time they will need to be picked up from school.

Detentions should be a time for the student and teacher to discuss the infraction and to create a contract or system to prevent the offending action from reoccurring.

Teachers should send the names of those students serving detention to the Dean of Students before the end of the week for both Friday detention and Saturday detention. Loss of privileges includes:

1. Inability to practice/play with athletic team
2. Loss of field trip privileges
3. Three Friday detentions is an automatic Saturday detention

IN-SCHOOL SUSPENSIONS

In-school suspension (ISS) is a very serious consequence. Teachers will be asked to document all previous interventions before the Dean of Culture or designee will assign an In-School Suspension. Students who serve an In-School Suspension will serve it in the Reset room. ISS is not necessarily always assigned for a complete day but may occur over half a day.

When a student is assigned to ISS, their parent/guardian is immediately notified as well as the student's teachers and a conference is arranged. If possible, the conference should occur before the student is allowed back into the regular classroom setting. At this conference, the Dean of Culture and teacher will lay out the data from the student's behavior and the consequences that the student has already endured. At this time, a behavior contract between the school and the student will be created and signed. If the student is assigned to ISS a second time, the student, family/guardian, teachers, and the Dean of Culture will meet with the student to discuss his/her behavioral status. At the 3rd requested ISS, a student will be suspended out of school for one day. At the 4th requested ISS, a student will be suspended for three day

OUT OF SCHOOL SUSPENSIONS

The harshest consequence, and the one with the smallest amount of data proving its validity, is the out-of-school suspension (OSS). It is my hope and desire that none of our students will need to be suspended from our school. We recognize the importance of being in school, and we want all of our students to have the opportunity to be successful.

However, situations may arise where OSS is inevitable. Should this be the case, the protocol outlined in the Code of Conduct will be followed. Students may not serve an OSS of longer than 5 days. On the 4th OSS, students shall be recommended for an expulsion hearing.

PARENT AND COMMUNITY ENGAGEMENT

23. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

There will be several mechanisms for parent involvement:

- Parent Teacher Organization which will coordinate parent education and advocacy, including our ELL Resources Center for IHSNO families and the community
- Booster Clubs organized by specific extracurricular activities for the support of their activities, as well as planning large-scale fundraising activities for the general fund
- Foreign Affairs Council which will assist in the planning of domestic and international travel as well as serving as a liaison with the consular corps of New Orleans and the region

24. Provide details and/or policies of the charter school for handling complaints from parents.

Every effort will be made by all school personnel to act on a shared belief in the importance of a family/school partnership in the education of students. In the unlikely event that a parent is dissatisfied with a decision at the school level, they are entitled to meet with the principal or his/her designee upon request. If a parent complaint is not handled to the mutual satisfaction at the school level, a parent may request a meeting with the Head of School followed by the VIBE Board. Decisions made by the Board or designee are final.

25. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

Parent/Advisor conferences will take place formally at the end of each quarter. These conferences will be used to discuss student academic progress, but families are welcome to conference with teachers throughout the year. In the fourth conference each

year, students, families and Advisors will review the student's four year plan, the next year's class schedule, and to schedule Summer Bridge courses, as necessary.

26. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions.

Because of our unique international focus and our desire to expose our students to a variety of enriching experiences, we are very excited about the opportunities to interact with and engage the business and international community of New Orleans and Louisiana, in general. We are already building valuable partnerships with the World Trade Center, Tulane University, University of New Orleans, Council for the Development of French in Louisiana, the Chamber of Commerce, the Hispanic Chamber of Commerce of Louisiana, CODOFIL, the Consular community, the Coalition of Essential Schools, the ASIA Society, and the New Orleans Opera, among others.

As we continue to grow and search out internship opportunities for our students and presenters for our International Speaker Series, these partnerships and others will continue to flourish. International High School of New Orleans is looking forward to engaging the community on our campus as frequently as possible and for being a school

that truly brings New Orleans to the world and the world to New Orleans.

GOVERNANCE, LEADERSHIP and MANAGEMENT (not to exceed 50 pages)

27. Provide details regarding the composition of nonprofit governing board or local school board.

IHSNO will be governed by the Board of Directors consisting of between 5 and 21 persons. Directors will serve renewable one-year terms and will be limited to serving six consecutive years. The Board represents the diverse professional experiences and practical expertise necessary to support the long-term viability of a charter school, including education, finance and accounting, non-profit and community leadership, government, health sciences, and business consulting. In addition to our current Directors, we are interviewing other candidates in the fields of law and non-profit fundraising. In composing our Board, we looked to the following attributes that we believe are essential to success as a Director:

1. The desire to prepare our students for college or other post-secondary school education;
2. A desire to fulfill the mission of IHSNO, that being to foster a diverse community of learners through a rigorous academic program that promotes an understanding of business, multi-cultural awareness, and foreign language proficiency, while preparing our students to succeed in global commerce.
3. A commitment to the proper and effective use of public funds and adherence to Louisiana ethics laws;
4. A commitment to evaluate the effectiveness of the School Leader in all areas of school management, including adherence to our mission, charter, and budget, and the willingness to replace the School Leader if the students are not achieving desired academic results and the administrative and/or financial management of the school is unsatisfactory;
5. An ability to focus on the ultimate goal of IHSNO, to provide our students with the best possible education available and prepare them for living independently;
6. An ability to foster a relationship with the school community and neighborhood, and to enable the school community to co-exist and thrive with the neighborhood;
7. The ability and desire to donate time, energy, and financial support to IHSNO; and
8. A ability to work as a team with the other Directors to achieve success in accordance with our Articles of Incorporation, bylaws, and other policies determined by the Board.

a. Briefly summarize the skills and experiences of each board member.

Karen Mayer Dwyer CPA is native of New Orleans. Karen is the mother of 3 children and has 35 years experience in public accounting and owns her own business located in Metairie, LA. Karen obtained her Bachelor of Science degree from Nicholls State University. She has been an active community volunteer for over 19 years and in 2009 received the LCPA's Distinguished Public Service Award presented jointly by the LCPA and AICPA. Karen currently serves as an Officer on the Board of Voices for International Business and Education (VIBE), the International School of Louisiana (ISL) and A

Child's Wish of Greater New Orleans (ACW). Karen has been actively involved in the process to open and charter the RSD International High School from the formation of the Advisory Board to present.

Andrew Ward is the product of international and language immersion schools as well as a former teacher in them. With a Master of Education degree focusing on international education and an additional MS in International development, he is academically suited to helping the school run smoothly. He has studied seven languages and lived and worked in more than twenty countries. Ward is a vocal member of the community contributing his presentation skills and organizational leadership abilities to groups dedicated to everything from environmental remediation to increasing awareness of the Islamic World

Jeremy T. Head is a Principal with Southern Wealth Management, LLP. He has his B.A. in English from Davidson College, Juris Doctorate from LSU Law Center and is a Louisiana licensed CPA. Jeremy has been actively involved on the RSD Advisory Committee to start the current International High School of New Orleans currently being run by the RSD, and helped organize and participated in a mentoring/tutoring program at Rabouin High School after Hurricane Katrina. Jeremy also is a board member of the Legacy Donor Foundation.

David Crais has working since Hurricane Katrina from New Orleans, Chicago, and Los Angeles, is a corporate manager and entrepreneur with clients ranging from healthcare start-ups to information technology companies to media content related production companies. His experience includes terms with many medical device startups as well as Fortune 500 companies. He is currently a partner with Appletree Capital, LLC in Chicago, IL and serves of on the boards of City Works, a sustainable design and economic development organization.

Aude Ghespiere is the Deputy Cultural Attachée of the Consulate General of France in New Orleans. She also serves as the Executive Officer for Higher Education and University Cooperation and the Executive Officer for Education programs through the Consulate. She is fluent in French, Spanish and English and proficient in Portuguese, Italian and German.

Maria George is a graduate of Xavier University with a B.A. in Education and Masters Degrees in Curriculum and Administration and Supervision. She spent 34.5 years in the Orleans Parish School System as a teacher and Core Administrator. Maria currently spends her time as a community activist working with the AARP as an Outreach Coordinator (DIT Team) and the NAACP. She is also President of the Louisiana Retired Teachers, District 1.

Juliana Starr is a bilingual New Orleanian educator. Currently an Assistant Professor of French and Undergraduate Coordinator for French at the University of New Orleans, she has twenty-five years of teaching experience, including two years in the French secondary schools. She has also gained several years of administrative experience, as Coordinator of Foreign Languages and Director of the Language Laboratory at Christian

Brothers University, and as Acting Chair of the Department of Foreign Languages at the University of Southern Indiana. Juliana is currently an active member of the New Orleans Opera Chorus.

Lisa Ponce De Leon is currently the Director of International Relations for the City of New Orleans where she promotes international economic development in the city through frequent contact with international and local businesses and the City's Consular Corps. Lisa's prior experience includes being the Director of Special Events for the National Multiple Sclerosis Society and Project Manager at Tulane University. She received her degree from the University of New Orleans and completed the International Sustainable Development Program at Tulane University. Lisa is fluent in Spanish and English.

Betty Jean Wolfe moved to New Orleans in June 2007 to assist the city and its citizens with post-Katrina educational reform. Her first position with the Recovery School District was as Director of Human Resources. Betty Jean currently serves RSD as the Chief Administrative Officer, overseeing a number of special initiatives e.g., High School Redesign, High School Internship Program, and Partnership Development. She holds an M.B.A. in Financial Management from Drexel University and an undergraduate degree in Computer and Information Science from Cleveland State University. Prior to moving to New Orleans, Betty Jean was the President of a non-profit community organization in Philadelphia, PA.

Edward Graf is the Co-Director of College Counseling at Isidore Newman School in New Orleans, Louisiana. He has a BA in History from Tulane University and an M. Ed. from Loyola University-New Orleans in Elementary School Administration. He also serves on the Administrative Leadership Team of Newman School, on the Department Chairs Committee, and is an advisor and golf coach. Previously at Newman he was the Middle School Dean of Students and a Middle School mathematics teacher. He recently just finished a term as President of the Southern Association for College Admission Counseling and is currently serving on their Board of Directors as the Immediate Past- President.

Errol George is Senior Consultant at Henry Consulting, a New Orleans-based management consulting firm. He has over 14 years of experience in project management, as well as federal and state governmental experience in public administration and public policy development and analysis. Errol is currently the Legislative Committee Chairman for the American Planning Association-Louisiana Chapter, where he works to develop smart growth and development policies and legislation for implementation throughout the state. He holds a Master of Urban and Regional Planning degree and is a PhD candidate in Urban Studies at the University of New Orleans.

Liljana Mamoorian Johnson is a public health professional working to prevent poor health outcomes, improve quality of life and increase self-sufficiency and mobility. Before completing her Master of Public Health from Tulane University from the International Health & Development and Community Health Sciences departments, she

earned her BA in public health and health administration from Drake University. Mamoorian Johnson has relevant experience in epidemiology, urban communities, adolescent behavior and workforce development. Her position as Community Health Specialist with Urban Strategies connects IHSNO to a community organization and numerous partnerships. Through her international experience academically and personally, her connections may potentially link IHSNO students with international opportunities.

b. Include a Charter School Roster of Key Contacts for the governing board and key administrative leaders for the school.

See Attached Charter School Roster of Key Contacts

c. Attach resumes for each governing board member.

See Attached

d. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:

- **Board Officers**
- **Individual Board Members**
- **Committees**
- **School Leader, if identified**

Over the past year and prior to the formation of VIBE, the Directors have worked together as an Advisory Board and Steering Committee for the Recovery School District's opening of the International High School of New Orleans. Some members of the Advisory Board have chosen to not become Directors but will remain involved in IHSNO as Advisory Board members and committee members.

Karen Dwyer and Andrew Ward have been the primary authors of the charter application. The Board collectively has offered their expertise on the governance, financial and key operational sections of the application. Sarah Leikin, current School Leader under the RSD and the proposed School Leader of the school once chartered, has taken the lead on the educational focused sections.

Board Officers

The Board will have a chair, Vice Chair, Secretary and Treasurer as described below.

Chair

The Chair is the governance leader of IHSNO and the primary caretaker for ensuring that the mission of VIBE is successfully completed.. The Chair's responsibilities include setting the agenda for each general and special Director's meeting and presiding over all Board of Director's meetings, being the lead contact of the Board with the School Leader, and leads the creation of all Board policies and procedures. The Chair is also the lead contact between IHSNO and the neighboring community and acts as the role model for other Board members regarding Board operations and activities.

Vice Chair

The Vice Chair will act as the Chair in the Chair's absence. In addition, the Vice Chair will lead special projects as directed by the Chair and the Board.

Treasurer

The Treasurer is responsible for maintaining the financial integrity of IHSNO. Acting with the Chair, School Leader and his or her staff in charge of finances, the Treasurer ensures that school financial records are kept current, accurate, in accordance with generally accepted accounting principals, and available to the Board and to any other person who is permitted to have access to the organization's financial records under the laws of the United States and Louisiana. The Treasurer will be the Chairperson of the Finance Committee, assist with the preparation of the annual budget, review financial statements drafted by IHSNO personnel or outside contractors, and present to the Board the financial condition of IHSNO at each Board meeting. In addition, the Treasurer is to participate in the creation of the policies of internal controls over the financial operations of IHSNO and VIBE and to ensure that the assets of IHSNO and VIBE are protected and invested in accordance with the organization's policies. As head of the Finance Committee, the Treasurer will also evaluate the results of the annual audit and ensure that any deficiencies reported by the auditor in reporting or internal controls are remedied.

Secretary

The Secretary is the record keeper (except financial records) and in conjunction with the Chair and Treasurer, ensures adherence with federal and state corporate and nonprofit requirements. The Secretary is also charged with providing notice of all regular and special meetings in compliance with Louisiana Open Meetings Law, keeping all minutes of Board meetings, collecting minutes from all committee meetings from the committee chair, and maintaining the Bylaws and Articles of Incorporation.

Individual Board Members

As mentioned above, the individual Directors were selected based on experience, expertise, and most importantly, the desire to create IHSNO. The Board should collectively, and each Director, individually, strive to practice the following roles and directives:

1. *Act only in accordance with the mission of IHSNO*
It is incumbent on the Board Directors to constantly evaluate IHSNO's mission, educational philosophy, financial condition, to act in furtherance of our mission, and adhere to the charter. It is through this process that our school will grow and prosper.
2. *Establish the policies and procedures that govern the administration of IHSNO*
Board members in conjunction with the School Leader are to develop all policies and procedures used in the daily operations of running IHSNO, educational philosophy of the school, and its compliance with state educational standards and the organization's mission.
3. *Approve the annual budget and monitor financial management*

On an annual basis, the Directors must approve the annual budget. In addition, Board members are responsible for monitoring the allocation of school funds and the School Leader's adherence to the approved annual budget.

4. *Hire and Monitor the performance of the School Leader*

Board members will interview and hire the School Leader. The Board will continually monitor the performance of the School Leader and will hold him/her accountable for the performance of our school academically, based on the performance of our students, financially, based on adherence to the approved budget, and as community leaders. As part of the monitoring process, the Board will provide the School Leader with a performance review at least annually.

5. *Support the School Leader and IHSNO*

The Board's obligation is to ensure that the School Leader has all of the tools necessary to successfully fulfill the schools mission, including training, support, and encouragement. In addition, it is the responsibility of the Board to raise the necessary funds to meet the needs of the school.

6. *Become International High School Community Leaders*

Through participation in IHSNO and community events, the Board and the School Leader are the faces of IHSNO in the eyes of the school neighborhood, the City of New Orleans, the various Consulates and their respective international communities, and the international business community. Board members are expected to be community leaders and foster our mission.

7. *Oversee that VIBE and IHSNO is in compliance with all federal and state laws and regulations*

The Board should review school policies and programs to ensure compliance with all laws and state regulations.

8. *Oversee the academic performance of IHSNO, setting such standards and goals as necessary to protect the charter and to further our mission*

Board members have the ultimate responsibility to ensure to our students are meeting and/or exceeding the academic standards set by the State of Louisiana and that our students are thriving and meeting the demands set in our policies, procedures, and academic program.

9. *Provide self-assessment of Board management*

The Board must evaluate its performance against the mission and goals of VIBE, and the Board will hold itself and its individual Board members accountable for its performance.

Committees

The Board of Directors will have four standing committees: Governance, Finance/Development, Facilities, and Academics. Each Director must serve on at least one committee.

Governance Committee

The Governance Committee's role is to monitor the function of the Board of Directors and to offer processes to improve the effectiveness of the Board. This committee is responsible for ensuring the Board is composed of a diverse group of individuals with vast and varied skill sets which compliment the skills of the whole Board, has been properly trained and provided with the necessary information to be an

effective Board member, and monitors and makes recommendations for improvement on federal and state law compliance.

Finance/Development Committee

The Finance Committee oversees the financial responsibilities of VIBE. With the Treasurer as Chairperson of the committee, the members monitor the current financial package as well as make recommendations for the enhancement of the financial process. The Committee monitors compliance with all federal, state, and other reporting requirements. The Committee also serves as the Audit Committee and will work with the current auditor to ensure that the proper and necessary internal controls and reporting processes are established and functioning. Lastly, this committee will work with the Chair, Treasurer and School Leader to create the annual budget. With regard to development, the Committee's function is to formulate a plan for fundraising and accumulating a list of school advocates who could help IHSNO meet its fiscal demands.

Academic Committee

The Academic committee will oversee the academic program featured at IHSNO, including performing an annual assessment of all State test scores. In addition, this committee will assess the viability and continued support of an International Baccalaureate Program, and if such as program is viable, will be responsible for working with the School Leadership in qualifying and implementing this program.

Facilities Committee

The Facilities Committee will be responsible for working with the School Leader and the appropriate state or local resource regarding our facilities and the adequacy of our facilities in meeting our goal. Specifically, this committee will ensure that our students and facility have a functioning and appropriate setting in which to learn.

School Leader

The School Leader is responsible for leading IHSNO in a manner consistent with the Board's mission. The School Leader is in charge of all hiring decisions, all financial and budgetary matters, all academic decisions, and is charged with running, with the assistance of his/her staff, all operations of IHSNO. As part of each regular Board meeting, the School Leader will report on the operations of the school and any matters that need to be brought for Board consideration. More specifically, the School Leader will be responsible for the following activities:

1. Development and management of the school's staffing model
2. Final selection and evaluation of the academic staff
3. Development of and management of the school's budget
4. Selection of the academic curricula and instructional materials
5. Management of the daily operations of the school
6. Attendance to all monthly meetings of the Board
7. Design and implement a student recruitment strategy

28. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school.

- a. **Provide as an attachment the board-approved set of bylaws for the nonprofit corporation, which includes the following:**
- officer positions designated and the manner in which officers are selected and removed from office;
 - the manner in which members of the governing body are recruited and selected;
 - the manner in which vacancies on the governing body are filled;
 - the term for which members of the governing body serve; and Bylaws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

See Attached Bylaws.

- b. **Attach the proposed school's policies and procedures for complying with the Louisiana Code of Ethics. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle Code of Ethics violations.**

See Attached Code of Ethics.

- c. **Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.**

The organization agrees and complies fully with Louisiana Citizens' Rights Under The Public Records Law (R.S. 44:1-41), that anyone 18 or older has the right to examine, copy or obtain a copy of a public record (unless specifically exempted) of any public body including any state, parish or municipal agency or board (including the Legislature). Public records requests may be submitted by mail (by court ruling). We agree that anything "having been used, being in use or prepared" for use in the conduct of public business is a public record, regardless of physical form. We agree that public records include such things as drafts of documents, statistics, maps, letters, memos, budget requests, budgets, tapes, electronic data, payrolls, certain retirement information, and tax assessment rolls.

- d. **Provide an acknowledgement that in the event of the dissolution of the charter school, the Operator will cooperate fully with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.**

In the event of the dissolution of IHSNO, the following procedures will be implemented to transfer students, student records, and dispose of the assets of IHSNO:

- 1.) All assets purchased with public funds shall become property of the chartering authority. To the extent that these assets consist of movable

property, delivery shall be arranged with the chartering authority in a timely and efficient manner.

2.) IHSNO will arrange efficient and timely delivery of all student records to the Recovery School District (RSD). Transfer of the student records shall take place no more than 15 business days after the close of the school.

3.) IHSNO will hold a meeting for parents of all students, with at least 10 days public notice, to inform parents of the closure and their options for reenrolling their child in another school.

4.) Parents will receive copies of their student's records which they may either pick-up in person or receive by mail.

5.) It is IHSNO policy to fully cooperate with LDOE and SBESE procedures for assets disposition and transfer of student records in the event that the school is closed.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

In accordance with the Bylaws of VIBE Article III; Section 3.8, Annual Board meetings will take place in May and at the school. The meeting will be held at 401 Nashville Ave, New Orleans, LA 20115. The annual Meeting Date is scheduled as Wednesday, May 19, 2010 at 6:00 PM

Notice for this and all meetings will be posted in a conspicuous place on IHSNO's campus and advertised at least 24 hours prior to the meeting and, in accordance with our Articles of Incorporation and Bylaws, e-mailed notice will go out to all Board Directors at least ten days ahead of the scheduled meeting. The school newsletter can also carry the information, and, pursuant to Louisiana Open Meetings Act LSA-R.S. 42:4.1-13, all meetings of the Board of Directors will be open to the public. The general public will be allowed to observe any meeting of the Board. Each Director has received a copy of the Open Meetings Act and the Board plans to review the law and its practical implementation on an annual basis.

f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

Board Meetings will be held at 401 Nashville Ave, New Orleans, LA 20115
Meeting Dates are scheduled as:

Wednesday, July 15, 2009 at 6:00 PM

Wednesday, August 19, 2009 at 6:00 PM

Wednesday, September 16, 2009 at 6:00 PM

Wednesday, October 21, 2009 at 6:00 PM

Wednesday, November 18, 2009 at 6:00 PM

Wednesday, December 16, 2009 at 6:00 PM

Wednesday, January 20, 2010 at 6:00 PM

Wednesday, February 17, 2010 at 6:00 PM

Wednesday, March 17, 2010 at 6:00 PM

Wednesday, April 21, 2010 at 6:00 PM

Wednesday, May 19, 2010 at 6:00 PM

Wednesday, June 16, 2010 at 6:00 PM

Notice for all meetings will be posted in a conspicuous place on IHSNO's campus and advertised at least 24 hours prior to the meeting and, in accordance with our Articles of Incorporation and By-laws, e-mailed notice will go out to all Board Directors at least ten days ahead of the scheduled meeting. The school newsletter can also carry the information, and, in compliance with the Open Meetings Act, please refer to "e." above.

29. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.

The Board plans to have quarterly training and an annual Board retreat, at which a substantial portion of the retreat will be training. We will be working with New School for New Orleans, Louisiana Association of Nonprofit Organizations, and Louisiana Association for Public Charter Schools who offer various programs on board training throughout the year.

Specific topics should include an overview of the responsibilities of a charter school board, ethics law in Louisiana and compliance issues, academic state reporting guidelines and the Board's role in academic excellence, and the board assessment process. We will be monitoring each organization during the year to determine the specific offerings.

30. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

In order for the Board to contribute at the optimal level to IHSNO, a selective process will be used to recruit and elect members of the Board. The Board will continue to seek standards of excellence when choosing Board members to ensure the board is proficient, diverse, and has a complimentary skill set. The complimentary skill set of particular importance includes expertise in management, finance, fundraising, law, public relations, strategic planning, education, health and business. Elected members must have demonstrated a commitment to New Orleans and a philosophical alignment with the mission of IHSNO. This will ensure the Board will be able to meet its goals and make certain that IHSNO has structures in place to attract talented candidates to serve on the Board.

It is the responsibility of the entire Board to recruit, cultivate and elect new members. The process of recruiting will include drawing on professional and personal networks and various board banks maintained by different organizations to identify and cultivate a diverse group of individuals with valuable expertise. The election process to serve on the Board includes submitting a resume and cover letter to the Board stating why the candidate is applying to serve on the Board, followed by a personal interview and voting process according to the bylaws of the Board. IHSNO's School Leader will play a key role in the recruitment and vetting of Board member candidates.

Each Board member may serve up to six one-year terms on the Board and each term is renewed by the Board on a yearly basis. A Board Profile is kept up-to-date with information, expertise, and skills on all Board members and associates including the School Leader. The Board Profile also serves as a tool to distinguish areas where the Board will seek to add more expertise. In addition, this inventory will aid in succession planning.

31. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations

The Board of Directors is responsible for selecting the School Leader. As IHSNO has already opened as an RSD school, Sara Leikin has already been selected as School Leader. The Advisory Board, as predecessor of the VIBE Board, along with members of the RSD, took part in the interview process and recommended Sara Leikin based on her credentials, her interview, and her desire to lead RSD's International High School. It is our intention that Ms. Leikin will be the School Leader of our charter school. As we have the benefit of analyzing her performance during her year running IHSNO as an RSD school, we will have a full year of review of our prospective School Leader before we open the doors as a charter.

Some of the things that the Board deems important when selecting our School Leader are experience as a School Leader or participation in a leader program such as New Leaders For New Schools, curriculum development, and communication skills. As a school concentrating on international business, we believe it is important that our School Leader be proficient in a second language and have experiences living/traveling in other cultures.

As the body with the ultimate responsibility for IHSNO, it will be our duty to listen to the needs, concerns, and reports of performance given by the School Leader to provide the resources necessary for her to be successful. The School Leader will be required to give a report at each regular board meeting as well as any special board meetings called by the Board. Communication between the School Leader and the Board is crucial, and we will maintain this line of communication.

As it is important for the School Leader to report to the Board, it is also important for the Board to provide appropriate and constructive feedback to the School Leader and to provide an annual review process. This review process would be lead by our Academic Committee with participation by the Chair.

Partnerships

The Board strongly believes that while we will be responsible for the success of IHSNO, it is incumbent upon us to seek the assistance of professional organizations to assist us with our mission. As part of our decision to apply for this charter, we have sought the advice of New Schools for New Orleans (NSNO), a New Orleans based non-profit organization whose mission is to achieve excellent public schools for every child in New Orleans, and the Louisiana Association of Public Charter Schools (LAPCS). We will continue to use the available resources that NSNO and LAPCS provide.

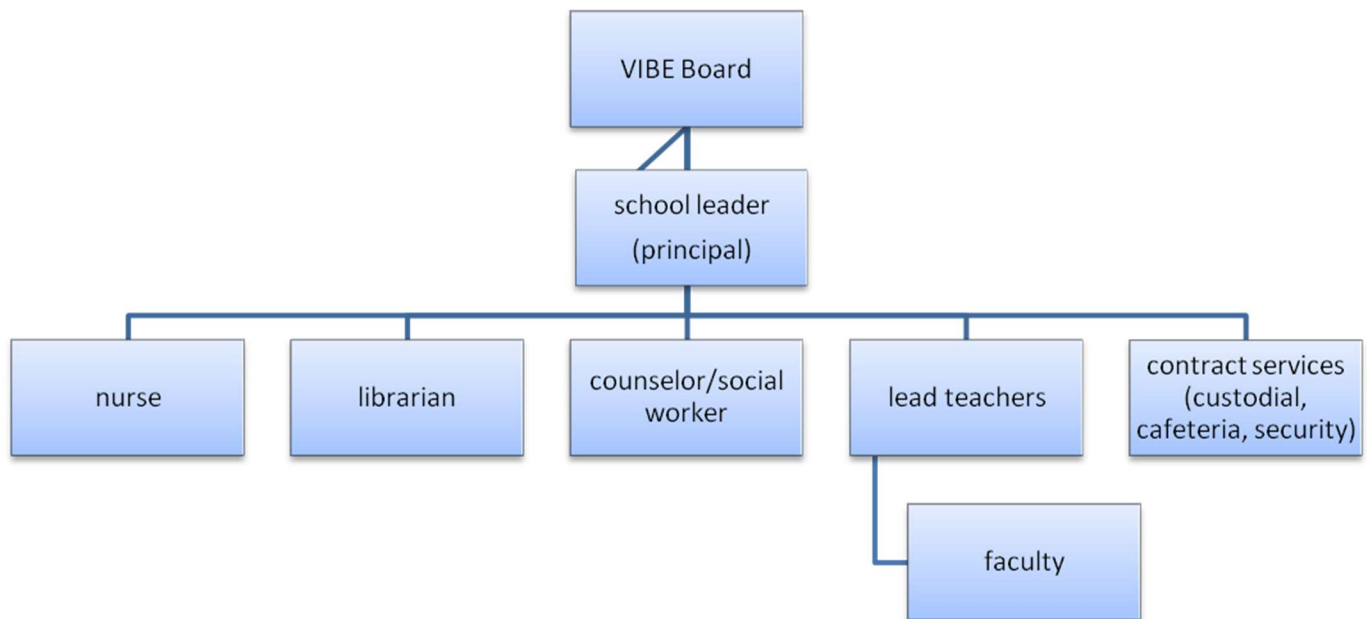
We also plan to work with the local World Trade Center and the Consular community to provide access to internships in international businesses, to meetings and lectures from visiting world leaders, and to student exchange programs.

In addition to local networking, we will encourage our School Leader to participate in national and international organizations, such as the Coalition of Essential Schools and the ASIA Society, and to network with other similar schools, especially those with an international focus.

SCHOOL LEADERSHIP and PERSONNEL MANAGEMENT

32. Provide an organizational chart for the school and a narrative description of the chart.

**International High School
School Leadership Organizational Chart and Narrative Description**



The ultimate authority lies with the Board of the nonprofit organization VIBE. The school leader is then charged with carrying out the mission and vision set down by the Board. The School Leader is responsible for all issues financial, operational, personnel-oriented, and academic at IHSNO. The teachers, administrative staff, security guards, health workers, custodians and cafeteria workers all report directly to the School Leader. As the budget allows, we hope to hire an Academic Dean who will oversee all the academics, a Director of the International Baccalaureate (IB) Programme, and a Business Manager, all of whom will report directly to the School Leader. The faculty will be divided into three departments, French, Spanish, and Business. There will be significant overlap between these departments, but each one will have a Lead Teacher who reports to the School Leader on all pertinent issues. When the position of academic dean is filled, the Lead Teachers will report to the Academic Dean who in turn reports to the School Leader. The director of the IB Programme will function as a Lead Teacher in the organizational chart.

33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school.

It is the intention of the Board to become a school in partnership with the International Baccalaureate Organization (“IBO”) and offer the International Baccalaureate Diploma Programme. There is an initial application fee and then annual fees associated with membership. IHSNO has filed its letter of intent to become a member, and the Board and the School Leader will be working to meet the requirements for acceptance by the IBO. This process should take place over the course of the next three years.

The program will involve selected students in the eleventh and twelve grades. If the Board determines that a partnership with the IBO is economically viable, we would attempt to become a partner school to begin offering the IB Diploma Programme beginning in the Charter’s second year of operation.

As noted above, the Board will encourage our School Leader to join the Coalition for Essential Schools which does require a fee. The purpose of this membership is to learn best-practices from other similar programs, in particular those with an international focus.

EMPLOYMENT

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

See Attached Staffing Organizational Chart

35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.

Sara Leikin has been an educator since 1998 when a volunteer position tutoring French students in Chicago helped her realize her true calling. After receiving a Master in Education from John Carroll University, Sara began a ten year teaching career that began in Ohio and ended in Georgia. While a French teacher, Sara was recognized for her innovative teaching and presented at several conferences including the Foreign Language Association of Georgia and the Southern Conference on Language Teaching. She was also recognized by the Professional Association of Georgia Educators, the Georgia Chamber of Commerce and the Georgia Department of Education in 2003 as the STAR teacher for the region. She was involved in the planning and application stages of an International Baccalaureate Diploma Programme in Douglas County, Georgia and worked closely with the international education advocates of the CASIE, at the Atlanta International School.

In 2007, Sara was recruited by New Leaders for New Schools to their Principal Residency program in New Orleans. Her 2007-2008 Residency was spent at KIPP:

Believe College Prep working with Adam Meinig. In 2008, she began the year as the Director of Curriculum and Instruction for the new charter school, Science and Math Academy, before becoming the Assistant Principal at Joseph A. Craig Elementary School.

In April of 2009, Sara was hired as the Principal of the International High School of New Orleans. She is passionate about young people and learning and teaching in a diverse, multicultural community. Her own language skills coupled with her data-driven approach to instruction and her deep desire to provide a rigorous education to New Orleans, the city she loves, bring her to this position.

36. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover.

The School Leader will be selected by the Board. In the capacity of an Advisory Board, most of the Directors of VIBE participated in the selection process of the current School Leader of RSD's International High School, Sara Leikin. The Board envisions Ms. Leikin retaining her position as School Leader once IHSNO gets its charter. However, this determination will be made in February/March of 2010 based on her performance in the 2009-2010 school year.

If and when we need to hire a new school leader, now or in the future, the Vice Chair will form a special committee to search for this position. This search will include advertising in local, national and international education publications, contact with School Leaders from other international schools, and in particular, schools with an IB Programme, and contact with the education liaisons of the various Consulates. Another possible action would be hiring an outside consultant to assist us with our search.

The Board will be responsible for evaluating the performance of the School Leader on an annual basis, however, informal evaluation is a constant process. The annual evaluation will be written and presented to the School Leader at a Board meeting. The criteria for this review will include the following:

1. Academic performance results of the students;
2. Achievement of our mission;
3. Financial management and adherence to the approved budget;
4. Relationship with the Board of VIBE;
5. Relationship with the school neighborhood and community; and
6. Relationship with the students, teachers and administrators of IHSNO.

The School Leader will be responsible for recruiting, selecting, developing, and evaluating the staff, subject to review by the Board. It is the goal of the Board and the School Leader that we hire the best possible candidate to fill our teacher and administrative positions as they will have a direct impact on the performance and success of IHSNO. Because of our emphasis on foreign language and our intent to be a partner with the International Baccalaureate Organization, our teachers must possess certain language skills and IB certification. Therefore, the School Leader's search will be local, national and international in scope.

The School Leader will also be responsible for evaluating the teachers, administrators, and other employees of IHSNO. This evaluation process will follow the TAP

model and will be completed no less than four times per year. Retention of staff will be determined by on these evaluations.

The Board, with consultation of legal counsel and the School Leader, will be forming the policy for termination of teachers, administrators, and other employees.

37. Attach a copy of the proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

- a. the procedures for hiring and dismissing school personnel;**

See Attached Proposed Personnel Policy.

- b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees;**

See Attached Proposed Personnel Policy.

- c. a complete job description and responsibilities for all staff members;**

See Attached Job Descriptions.

- d. the procedure regarding the implementation of LA-R.S. 15:587.1 and SBESE Policy for Charter Schools Relative To Criminal Offenses;**

See Attached Proposed Personnel Policy.

- e. any employment benefits, including retirement, offered; salary ranges for all employees; and**

The board will engage a consultant to develop and employee benefits package. Benefits that will be considered for inclusion in the package are Group Health, Life, Dental and Vision Insurance, and Retirement Plan Contributions.

- f. Salary ranges for all employees; and**

See attached Employee Salary Ranges.

- g. plans for collective bargaining**

All IHSNO employees are at-will employed and therefore not subject to collective bargaining. IHSNO will abide by Louisiana Charter School Law Section 3996 Charter Schools; exemptions, Part D.

OPERATIONAL MANAGEMENT

38. Describe the applicant's start-up plan and timeline

The International High School already exists. It is currently operating as a direct run RSD school, complete with building, payroll, faculty, staff, facilities and students. As such, many of the usual obstacles faced by a start-up charter do not apply to our situation. When the school is awarded its charter, we expect to retain current leadership, and much of the staff. Those students who are currently enrolled as 9th graders will have priority admission into 10th grade next year. While we are in the process of getting our charter approved, VIBE is already working to secure future funds and raise awareness of the school throughout the state. Through holding open houses, parent, teacher, student and staff meetings, and numerous other activities, strong bonds are being created within the greater community.

Interested parties both directly and peripherally associated with the school are already donating books, office supplies, decorations and countless hours of service. The *esprit de corps* of the school's stakeholders is already remarkable. The French Consul General is a generous and vocal supporter of our school, as is the World Trade Center. Members of the Loyola, Tulane, Xavier and UNO communities sit on the Board of VIBE or the Advisory Board of IHSNO and have access to the corresponding networks. Throughout the coming months, further relationships will be fostered with additional universities, diplomatic missions, civic organizations and local festivals. The local media has already been very helpful spreading word of our school in a dynamically positive light. Future events include, but are not limited to: charity auctions, bake sales, a ribbon-cutting ceremony, awards ceremony, parental organization meetings, etc.

The following timeline is intended to demonstrate what has already been accomplished and what remains to be done before the RSD hands the school over to VIBE on July 1, 2010.

Board Development and Governance	Resources	Due Date
Create calendar of monthly board meetings	BC	Aug. 2009
Hold monthly board meetings	BOD	Ongoing
Obtain Director's and Officers' Insurance	BC	Apr. 2010
Conduct criminal background check for all board members	BC	Mar. 2010
Approve <u>FINAL</u> version of year 1 and 5 year budget	BOD	Apr. 2010
Approve Student and Parent Handbook for school	BOD	Jun. 2010
Approve Staff Handbook	BOD	Jun. 2010
Approve financial policies and procedures manual	BOD	Jun. 2010
Set management goals for school leader for year 1	BC & SL	May 2010
Develop process for reporting progress relative to goals to the Board	SL & BC	Jun. 2010

Establish committees	BC	Sep. 2009
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Define goals for each committee	BC	Oct. 2009
Establish regular board meeting time, agenda template and process to ensure compliance with open meeting laws	BC	Aug. 2009
Ensure all board members attend all meetings, retreats and NSNO training sessions	BC	Ongoing
Instructional		
Finalize all instructional staff job descriptions	SL	Jan. 2010
Recruit and select all new instructional staff	SL	Apr. 2010
Create plan to ensure all instructional programs are aligned with mission and values of school	SL	May 2010
Develop college prep standards for each grade level served.	SL	May 2010
Create scope and sequence	SL	May 2010
Translate standards into specific student work expectations	SL	May 2010
Determine school wide behavioral expectations	SL	Jun. 2010
Define expectations for all common student behaviors (lining up, classroom transitions, bathroom use, celebrations, rewards and consequences)	SL	Jun. 2010
Determine lesson plan expectations	SL	Apr. 2010
Determine homework norms	SL	May 2010
Determine grading system	SL	May 2010
Determine school wide instructional expectations and practices	SL	Jul. 2009
Write Student and Parent Handbook	SL	Apr. 2010
Write Staff Handbook	SL	May 2010
Create staff culture binder defining all instructional routines and systems to support mission and values	SL	Jun. 2010
Determine curriculum review process and plan for creating units of instruction	SL	Jun. 2010
Finalize and purchase supplemental curriculum selections	SL & FC	May 2010
Design staff pre-service including time to build staff culture, discuss curriculum plans, work on long-term plans	SL	Apr. 2010

Create interim assessments	SL	Jul. 2010
Create process for analyzing interim assessment data	SL	Jul. 2010

Create training for staff on using data to create action/re-teach plans	SL	Jul. 2010
Determine classroom purchasing needs (furniture, supplemental materials, manipulatives, rugs, technology etc)	FC	Mar. 2010
Attend all special education training workshops sponsored by the LA DOE and other organizations	SL	Ongoing
Identify current and new Special Education population	SL	Aug. 2010
Contract with Special Education providers	SL	Aug. 2010
Create ongoing staff professional development plan	SL	Jul. 2010
Create teacher observation and feedback process	SL	Jul. 2010
Create staff evaluation and development process	SL	Jul. 2010
Assess needs of students and design Bridge classes	SL	May 2010
Hold Bridge classes	SL	Jul. 2010
Operational		
Apply for employer identification number from federal government	SL	Jul. 2009
Apply for 501(c)3 status	SL	Aug. 2009
Finalize job descriptions for non-instructional staff	SL	Dec. 2009
Create student recruitment strategy	SL	Sep. 2009
Define enrollment policy and timeline	SL	Jan. 2010
Recruit students; hold lottery if necessary	SL	Follow common app. Timeline, Jan-May 2010
Create system to track students throughout recruitment process	SL	January 2010
Create benefits package for school employees (including but not limited to health, dental, vision, long term disability, short term disability and retirement plan)	BOD & FC	Feb. 2010
Conduct criminal background checks on all new staff	SL	Ongoing
Attend all LA DOE sponsored charter leader meetings	SL & BC	Ongoing
Select transportation vendor, if applicable	BOD & FC	Jun. 2010
Assess transportation needs of students	BOD	May 2010

Review and finalize RSD shared services agreement	SL & BOD	June 2010
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Sign facility usage agreement with RSD	SL & BOD	Jun. 2010
Once facility placement is determined create neighborhood outreach strategy	FaC	March 2010
Execute on outreach plan	SL & BOD	Ongoing
Create facility usage plan	FaC	Jun. 2010
Create security plan for facility	FaC	Jun. 2010
Create emergency management plan	FaC	Jun. 2010
Select key vendors and place orders (including but not limited to textbooks, instructional supplies, uniforms, furniture)	FaC	May 2010
Select food service provider	FaC	Jun. 2010
Create and implement Year 1 Technical Plan	FaC	Mar. 2010
Create plan for using common space to support school culture	SL	Jun. 2010
Comply with all LA DOE requests	BOD	Ongoing
Financial		
Open bank accounts	FC	Sep. 2009
Research accounting firm to conduct audit and do monthly accounting	FC	Apr. 2010
Select accounting firm to conduct audit and do monthly accounting	FC	May 2010
Finalize Year 1 and 5 year budgets and present to full Board for approval	BM & FC	Mar. 2010
Select accounting software	FC & BM	Oct. 2009
Receive training on accounting software	BM	Oct. 2009
Ensure proper fund accounting systems are in place	BM	Jan. 2010
Develop proper filing systems	BM	Jan. 2010
Create internal controls process to ensure proper segregation of duties	BM	Jan. 2010
Establish regular review process and checkpoints	BM	Jan. 2010
Determine regular financial reporting to Board	FC	Oct. 2009
Identify tax requirements and timelines	BM	Nov. 2009
Research options for securing line of credit	BM & FC	Nov. 2009
Obtain line of credit	BM & FC	Mar. 2010
Research requirements to begin receiving state funding	BM & FC	Jan. 2010

Complete Electronic Funds Transfer Enrollment Form	BM	Nov. 2009
Comply with all state financial requests	FC/BOD	Ongoing

Fundraising/Grant Applications		
Complete and submit Walton Family Foundation Grant Application	BM	March 2010
Complete and submit application for LAPCS (Start-up) Grant	BM	March 2010
Create fundraising plan	BM & SL & FC	Sept. 2009
Create plan to engage “friends of school”	SL & BOD	Sept. 2009

Resources:

SL= School Leader

BC=Board Chair

BOD=Board of Directors

FC= Finance Committee

FaC= Facilities Committee

BM=Business Managed

39. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.

a. Describe the school's plan for transportation.

As a Type 2 Charter School, IHSNO accepts students from across the state of Louisiana. As such, we are not required to provide any transportation services. With regard to possible transportation provision, the Board will reevaluate our needs and make a decision in the future.

b. Discuss the school's plan for food service.

IHSNO will provide school food services for all enrolled students in accordance with all applicable law and regulations. A contract service with a food provider will be established with consideration of the students' best interest, finances, and the best interest of the local economy.

c. Indicate the accessibility and types of health services that will be provided.

IHSNO will implement a coordinated health program to protect overall school health and use existing resources efficiently and effectively. By implementing a coordinated health program, IHSNO aims to increase healthy practices for students and staff, increase academic achievement and lifetime wellness. The coordinated health program is comprised of an eight interactive component program including but not limited to:

- 1.) Health Education** addressing physical, mental and social dimensions of health to prevent disease and reduce health-related risky behaviors to promote healthy learners to continue toward their educational and career goals. During this time of development, an evidence-based comprehensive health education curriculum will be used to develop and demonstrate health-related knowledge, attitudes, skills and practices to aid in healthy habit formation. Curriculum will include activities to develop skills to avoid sedentary lifestyles, dietary patterns that contribute to disease, sexual behaviors that result in HIV infection, other sexually transmitted infections and unintended pregnancy, poor mental health and behaviors that result in injuries, a minimum of eight hours per year of evidence-based substance abuse prevention, and instruction for females on the need for self breast exams and annual PAP test. This comprehensive health education will receive periodic evaluation, updating and improvement. Parents/ guardians will be involved. Qualified and trained public health professionals or instructors will provide health education.
- 2.) Physical Education** will be required of all enrolled students. A planned curriculum will provide a variety of physical activity including physical fitness, dance, games, and team sports. The curriculum is geared toward promoting activities and sports that all students enjoy and can pursue throughout their lives. Qualified and trained physical education teachers provide the program.

3.) Health Services will be provided through access and referrals to existing primary healthcare centers to encourage appropriate use of healthcare (including dental) services, prevent and control communicable disease and other health issues, provide a safer school facility and environment, and provide additional counseling promoting and maintaining individual, family and community health. IHSNO will comply with all law and regulation with regard to the provision of health services to students enrolled in the school. The school anticipates contracting to provide a part-time nurse to satisfy the health needs of our students to the extent dictated by law. This individual or organization will also take responsibility for the creation and maintenance of all student health records and administering medications when necessary. See below for further information. Qualified healthcare professionals provide these services.

4.) Nutrition Services will create access to a variety of nutritious and appealing foods to all students during mealtimes, throughout the facility, and at school events. By introducing healthy eating patterns and concepts to students and reinforcing health education material, the program will add to overall health and readiness to learn.

5.) Healthy School Environment ensures policies and physical structures protect health. This includes management of vending machines, nutrition services contracts, physical environmental hazards of the surrounding the facility (i.e. lead in the soil or paint), and a suitable level of lighting and noise. The physical education program will have access to appropriate physical spaces. There will be provision of policies and procedures that address but are also not limited to

- a. excluding students with current communicable diseases and readmitting them following their recovery;
- b. controlling of communicable health issues such as lice and scabies
- c. care of sick or injured students including notification of guardian in cases of emergencies that occur while students are under the jurisdiction of IHSNO
- d. developing and enforcing a written personnel policy requiring precaution when individuals have direct contact with blood or other body fluids

6.) Counseling and Psychological Services will equip IHSNO to improve and maintain students' mental, emotional and social health. Addictive disorders professionals will also be available for regular visits. Licensed and trained social workers, counselors and other professional staff will provide these services.

7.) Health Promotion for Staff will serve as a service to value staff members and a role modeling opportunity demonstrating importance of health protection to students. Opportunities will be given to school staff to promote healthy living through activities and education to improve health and greater personal commitment and involvement to IHSNO' overall coordinated health program.

8.) Family and Community Involvement through actively requesting parental involvement and engaging community resources to respond to needs.

Administration of Medications

Policies regarding the administration of medication will be developed in accordance with the joint policy of BESE and the Louisiana State Board of Nursing which shall include, but not be limited by the following:

Written Orders, Appropriate Containers, Labels and Information

- 1.) Medication shall not be administered to any student without an order from a Louisiana, or adjacent state, licensed physician or dentist, and shall include all information required by BESE policy.
- 2.) Medication shall be provided to the school by the parent or guardian in the container that meets acceptable pharmaceutical standards and shall include all information required by BESE policy.
- 3.) Labels of prepackaged medications, when dispensed, shall contain all information required by BESE policy in addition to the regular pharmacy label.

Administration of Medication - General Provisions

- 1.) During the period when the medication is administered, the person administering the medication shall be relieved of all other duties.
- 2.) Except in life-threatening situations, trained, unlicensed school employees may not administer injectable medications.
- 3.) All medications shall be stored in a secured locked area or locked drawer with limited access except by authorized personnel.
- 4.) Only oral medications, inhalants, topical ointments for diaper rash, and emergency medications shall be administered at school by unlicensed personnel.
- 5.) Each student shall be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.
- 6.) School medication orders shall be limited to medication which cannot be administered before or after school hours.
- 7.) The School Leader shall designate at least two employees to receive training and administer medications in the school.
- 8.) The classroom teacher, who is not otherwise previously contractually required, shall not be assigned to administer medications to students.
- 9.) A teacher may request in writing to volunteer to administer medications to his/her own students.
- 10.) The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994.
- 11.) A regular education teacher who is assigned an exceptional student shall not be required to administer medications.

School Nurse

- 1.) The school nurse, will supervise the implementation of the school policies for the administration of medications in schools to insure the safety, health, and welfare of the students.
- 2.) The school nurse shall be responsible for the training, in accordance with all applicable BESE policies, of non-medical personnel who have been designated by the Board to administer medications.

Parent/Guardian

The parent/guardian who wishes medication administered to his/her student shall provide the following:

- 1.) A letter of request and authorization that contains all information required by BESE policy.
- 2.) Written orders for all medications to be given at school, including annual renewals at the beginning of the school year.
- 3.) A prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter.
- 4.) A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/ guardian or student.
- 5.) A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed prescriber.
- 6.) Arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult.
- 7.) Unit dose packaging shall be used whenever possible
- 8.) All aerosol medications shall be delivered to the school in premeasured dosage.
- 9.) No more than a 35 school day supply of medication shall be kept at school. 10.) The initial dose of a medication shall be administered by the student's parent/guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.

The parent/guardian shall also work with those personnel designated to administer medication as follows:

- 1.) Cooperate in counting the medication with the designation school personnel who receives it and sign a drug receipt form;
- 2.) Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication;
- 3.) Assist in the development of the emergency plan for each student;
- 4.) Comply with written and verbal communication regarding school policies;
- 5.) Grant permission for school nurse/physician consultation; and
- 6.) Remove or give permission to destroy unused, contaminated, discontinued, or out-of-date medications according to the school guidelines.

Student Confidentiality

All student information will be kept confidential.

Immunizations

As part of maintaining student health records IHSNO will follow all applicable law and regulation dictating the need for students to have current immunizations prior to the first day of classes.

d. Discuss how the school will handle accounting, payroll, and associated back office support.

International High School will employ a Business Manager to oversee all accounting and associated back office support including payroll. Back office support will include a data manager/bookkeeper that will be trained on prepackage accounting software. IHSNO will also engage a Certified Public Account to train and assist with the preparation and presentation of financial statements on a monthly basis and to work on a consultation basis as accounting questions arise during the year. Additionally, the Board of VIBE has 2 members that are CPA's who are willing to do pro bono work in the early stages to assist with the selection of software, accounting system design and documentation of accounting policies and procedures. Payroll will be done in-house by the bookkeeper who will be responsible for assuring all payroll deposits are made on a timely basis as well as all applicable reporting.

40. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained.

See Attached.

Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

It is the obligation of the VIBE and IHSNO to provide a safe and secure learning environment for our students. All policies and procedures related to safety will comply with state law and regulations.

The security provided to the students and facilities should include both an alarm system for fire and intrusion as well as safety and security officers located on premises at all hours of operation. The number of security personnel will be contingent on the actual number of students enrolled in each particular year. The school will also hire a disciplinarian who is trained in safety procedures. Other controls, such as monitored hallways and school entrances will be in place.

The Board will be working with the School Leader to develop policies for lock down procedures, evacuations of the school for reasons of terrorism, fire, or sickness, and other disaster contingencies in the event of hurricanes or other natural disasters.

PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER

Questions number 41 through number 50 do not apply to IHSNO.

We have no intention of contracting out to an Education Service Provider.

Questions number 51 through number 54 only require a response from charter applicants that currently operate a Louisiana charter school(s).

We are not currently operating a Louisiana charter school.

FACILITIES AND FINANCE

FACILITY

55. Applicants selected to operate one of the schools identified in this RFA as a Type 5 charter school will operate in the existing school facility. If applicable, please describe any special plans that you have for the use of classrooms, administrative areas, common areas, athletic facilities, etc. Please include costs for facility maintenance in the budget.

Not applicable.

56. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five-year period, describe plans to meet full capacity space needs.

IHSNO is currently located at 401 Nashville Avenue in Uptown New Orleans. This location will not accommodate the school at full capacity but will house two grade levels. We are presently working with the RSD regarding facilities, and there are several options that may be available, such as keeping the present location as a freshman academy and having a second campus in Downtown New Orleans. The Board will have a Facilities Committee to explore all of these options.

57. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:

N/A – 401 Nashville Ave New Orleans, LA is the former Arthur Ashe School, an RSD facility.

FINANCE

58. Complete items 1 thru 4 listed below for the proposed school. Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

- 1) Budget Form 1: Start-up Budget with Assumptions**
- 2) Budget Form 2: First Year Budget with Assumptions**
- 3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes**

4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

59. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

a) Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.

Our Financial Team will consist of the Board of Director, The Finance committee of the Board, the School Leader, and as finance allow the hire of the Business Manager and the bookkeeper. The Business Manager and the bookkeeper will be responsible for the daily operations and implementation of the daily accounting system/practices adopted by the organization. The Board of Directors will be responsible policy development and for strategic planning, approval of the annual budget and oversight of the financial condition of the organization. The Finance Committee will review the Financials on a regular basis and report to the full board and do research and analysis to enable the board to make informed decision. The Business Manager will be responsible for the Operations and implementation of the accounting system/practices adopted by organization. The organizations financial records will be prepared in accordance with Generally Accepted Accounting Principles and will abide by all rules and regulations as put forth by the Internal Revue Code, State of Louisiana and local Governing Authorities.

b) Describe any services that will be obtained from an independent Certified Public Accountant.

An outside CPA will be available for consultation on a contractual basis when needed to assist with the compilation of financial statements and system design and implementation.

c) Explain how the financial and accounting plan will be sufficient to:

- **provide an accurate accounting of all finances including property;**
- **provide sufficient information/records for audit purposes;**
- **be in accordance with generally accepted standards, and**
- **be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.**

IHSNO will employ a full-time Business Manager and a full-time Bookkeeper. The Business Manager will be responsible for maintaining the financial records, including a fixed asset schedule, of IHS and conducting the general business function of IHS. The full-time bookkeeper will be responsible for inputting data into the accounting package. The Business Manager will report directly to the School Leader. The School Leader and at times the Business Manager will report to the Finance Committee and the entire Board and will be held accountable for the financial health of the organization.

IHS will employ an off-the-shelf accounting package, such as Quickbooks, and will maintain its accounting records in accordance with generally accepted standards.

The Business Manager and Bookkeeper will receive sufficient training on the accounting package and the generally accepted standards of accounting for a Louisiana charter school. The Business Manager will be responsible for setting the policies of reporting and internal controls over the financial function, and the Financial Committee will be responsible for reviewing and approving the reporting and internal control policies.

In addition to our in-house financial staff, IHS will engage an outside CPA with a background in not-for-profit accounting to perform quarterly compilations and provide IHS with quarterly compilation reports. This CPA will also serve as a resource to the Business Manager and the Board for support with any financial matters.

In accordance with state law, an annual audit of the financial records of IHS will be performed by a separate, independent CPA. The auditor will report the results of the audit directly to the Finance Committee who will in turn report to the entire Board. The Finance Committee will be responsible for analyzing the audit report and addressing and remedying any deficiencies in the reporting function and any deficiencies in the internal controls of IHS.

60. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.

The budget was designed to encompass as many identifiable revenue sources as may be available to IHS. It is not meant to be all inclusive as research for further funding sources will be an ongoing process.

The budget is also designed to ensure that IHS has the ability to build reserves in order to meet BESE requirements that the charter school maintain reserves of 8% to 10% of the school's annual budget.

The budget includes estimations of anticipated expenditures based on recently passed charter school legislation as well as telephone conferences with potential vendors. The accounting plan includes development of internal controls and timely reporting, software research, implementation and training, and hiring of personnel and consultants who have adequate skills in this area of financial operations.

INDEX of ATTACHEMENTS

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40.	Insurance Quote/ Letter of Intent	