

Proposal Narrative

SECTION I: SCHOOL

Please include an executive summary of no more than **60 pages** addressing the following questions. Proposal Narrative must address both the LDOE Common Charter Application as well as supplemental OPSB questions.

Academic Model

- (1) Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.
- (2) Describe the concrete structures, policies, and practices that you will implement in order to operationalize the theory you described in (1).
- (3) For all core content and mission-related subject areas:
 - Identify the curricula that your school will use and your reasons for these choices;
 - Identify the interim assessments you will use and how these align to the curricula;

- OPSB Specific Questions**
1. What is the evidence of success of the academic model you are proposing?
 2. Is the model being used elsewhere? If so, where? What have been results?
 3. You may include, as **Attachment 1**, any documentation supporting your curriculum and academic model.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) Educational Model

French and Montessori Education, Inc. Audubon Schools Gentilly (Audubon Gentilly) will utilize a Montessori French Language Immersion Model. This model will feature aspects of both the Montessori curriculum as well as Language Immersion theories which have proven to be effective over the 37 year history of the current Audubon Charter School. Audubon seeks to replicate its current programming to provide an opportunity for more students to take part in an educational environment where the emphasis is on cultivating the “whole child” through individualized learning, fostering independence and exposure to a second language.

Montessori is a multi-sensory developmental method which focuses on fostering independence, individualized instruction based on the need of the child and respect for the child. Montessori utilizes a set of materials whose purpose is to isolate concepts and present them to children in small, sequential steps which match the child’s level of development. The overarching purpose of this method of instructional delivery is to enhance cognitive development of children by also being attuned to their physical, emotional and social development¹. In her research, Dr. Maria Montessori noted specific characteristics associated with the child’s interests and abilities at each identified plane of development. She argued that a school carefully designed to meet the needs and interest of the child will work more effectively because it is consistent with basic principles of psychology and pedagogy. Rather than fight the laws of nature, she suggested that we “follow the child.” The focus on the whole child led Maria Montessori to develop a

¹ Pickering, J.S. Annals of Dyslexia (1992) 42:90. Doi:10.1007/BF02654940

school that was different from the traditional adult-centered classroom. Today, that focus on the whole child continues to be the guiding principle behind successful implementation of Montessori.²

There is something profound in her choice of the name “Children’s House” for her first school, for the Montessori classroom is not the domain of the adults in charge, but rather a carefully prepared environment designed to facilitate the development of the children’s independence and sense of personal empowerment. Montessori schools operate with a model that intelligence is not fixed at birth, nor is the human potential nearly as limited as it sometimes seems.

A language immersion educational environment is an opportunity for a child to begin to acquire a second language during a cognitively sensitive period for language acquisition (birth through 6 years old). During this time period, children learn almost 90% of their adult conversational language. Research, specifically in French language immersion, has shown that the benefit of early immersion in a second language is that students “gain fluency and literacy in French at no apparent cost to their English academic skills” (Cummins, 1998)³. Other studies have shown that “bilingual children exhibit a greater sensitivity to linguistic meanings and may be more flexible in their thinking than are monolingual children” (Cummins and Swain, 1998⁴; Diaz, 1986⁵). Additionally, some studies have even shown “a positive impact of bilingualism on executive control in children” (Nicolay and Poncelet, 2013)⁶. There are many models which schools have successfully adopted to provide the benefits of Language Immersion instruction for students. Audubon Gentilly will utilize the structure developed through the research of Thomas and Collier (2012)⁷ and adopted by the Joint National Committee for Languages which suggests that successful dual language programs have three non-negotiable factors: (1) a K-12 commitment to dual language instruction, (2) separation of the two languages for instruction, and (3) a minimum of 50% of instruction in the non-English language.

Success in school is directly tied to the degree to which children believe that they are capable and independent human beings. By allowing children to develop a meaningful degree of independence and self-discipline, with an emphasis on acquiring a second language, a Montessori Language Immersion educational environment sets a pattern for a lifetime of global citizenship, good work habits and a sense of responsibility. Students are taught to take pride in doing things for themselves carefully and well, while knowing that their decisions have an impact on the larger community.

² Rambusch, N.M. (1962). *Learning How to Learn: An American Approach to Montessori*. Baltimore: Helicon Press.

³ Cummins, J. (1998). Immersion education for the millennium: What have we learned from 30 years of research on second language immersion? In Childs, M.R. & Bostwick, R.M. (Eds.) *Learning through two languages: Research and practice. Second Katoh Gakuen International Symposium on Immersion and Bilingual Education*. (pp.34-47). Japan: Katoh Gakuen.

⁴ Cummins, J. & Swain, M. (1986). *Bilingualism in education: Aspects of theory, research and practice*. London: Longman.

⁵ Diaz, R.M. (1986). Bilingual cognitive development: Addressing three gaps in current research. *Child Development*, 56, 1376-1388.

⁶ Nicolay, A. and Poncelet, M. (2013) Cognitive advantage in children enrolled in a second-language immersion elementary school program for three years. *Bilingualism: Language and Cognition*. 16:3; 597-607.

⁷ Thomas, W.P. & Collier, V.P. (2012). Dual Language Education Can Close Achievement Gap. *Joint National Committee for Languages, National Council for Languages and International Studies*. Washington, DC.

Tenets of a Montessori French Language Immersion Environment: Think, Collaborate and Discover

Our program is designed to help each of our students discover and develop his or her unique talents and possibilities. We treat each child as a unique, individual learner. We know that no two students will learn at the same pace, nor will they necessarily learn best from the same teaching methods. Our goal is to be flexible and creative in addressing each student as a unique individual. Some of the unique components of our program include:

A. The “whole child approach.” The primary goal of the program is to help each child reach full potential in all areas of life. Activities promote the development of social skills, emotional growth and physical coordination, as well as cognitive preparation. The holistic curriculum, under the direction of a specially prepared Montessori teacher and French co-teacher, allows the child to experience the joy of learning, time to enjoy the process and ensure the development of self-esteem. It provides the experiences from which children create their knowledge.

B. The “prepared environment.” In order for self-directed learning to take place, the whole learning environment (room, materials and social climate), must be supportive of the learner. Teachers provide necessary resources, including opportunities for children to function in a safe and positive climate. The teachers gain the children’s trust, which enables them to try new things and build self-confidence.

C. Sensitive periods. During the period from birth until age 6, children show what Dr. Montessori called sensitive periods, periods when they are psychologically ready to learn skills and ideas more easily than at any other time in their lives. The sensitive period for writing is somewhere between age 3 ½ and 4. The period for sensitivity to words and numbers is age 4 to 5. These sensitive periods pass, never to return again. Our program will take advantage of these sensitive periods by beginning instruction for students at the age of 3, immersing students in a stimulating environment that will assist in their acquisition of new skills.

D. Three Period Lesson. Maria Montessori adopted the Three Period Lesson method to teach nomenclature, initially naming things. After receiving the experience of exploring a certain material or work, the child will require language to express that experience. Language helps the child to clarify, classify, organize and crystallize the experience in his mind. The final part of the lesson is the presentation of the object, “This is....” The attributes of the object are noticed and discussed. The second part of the lesson is the recognition period, “Show me....” This is time for fun activities with the work presented. The third period of the lesson is the feedback period. “What is this?” This period incorporates the use of memory and verbalization of all he has learned from his experience with the piece of work. The journey from the first period to the third period may take many months for the young child. It allows for the process of much exploration, acquiring language of the characteristics and attributes of objects, so that the adventure continues and culminates in the synthesis of the third and final period.

E. Montessori Materials. Dr. Montessori’s observations of the kinds of “toys” that children enjoy and return to play with repeatedly led her to design a number of multi-sensory, sequential and self-correcting materials which facilitate the learning of skills and concepts.

F. The Teacher Originally called a “directress”, the Montessori teacher functions as a designer of the environment, resource, role model, demonstrator, record-keeper and meticulous observer of each child’s behavior and growth. The teacher acts as a facilitator of learning. Extensive educational training is required for full credentials, including a year as an intern, student-teaching with an AMS certified master teacher, and specializing in the age group with which the teacher will work.

G. Extensive Instruction in French for all Students. At the Children’s House level (Ages 3-6), students will receive instruction in both French and English utilizing dual language strategies and bilingual Montessori materials. Students will receive instruction from both a Montessori Lead Teacher and a French-speaking Co-Teacher. The teachers will switch the language focus of their instruction for extended periods throughout the day to provide adequate immersion for students. At the Lower Elementary level (Ages 6-9), students will receive instruction in both languages for blocks of time throughout the day as they work with both their Montessori Lead Teachers and the French Co-Teachers. At the Upper Elementary level (Ages 9-12) and Secondary level (Ages 12-15), students will receive core curriculum instruction in English led by Montessori Lead Teachers, but will also have an extended French language block of instruction as well taught by a French as a Second Language teacher.

2.) Academic Operational Practices

Since its inception, Audubon (formerly, Audubon Montessori School) has focused on the education of the whole child. It is our belief that learning to become an independent, responsible citizen is as fundamentally important for the growth of a person as learning to read or write. This child-centered approach has proven successful for the current Audubon Charter School model and will be utilized at Audubon Gentilly. The key components of this successful model are:

- A. Well-Prepared Educational Environments
- B. Individualized Instruction for Students
- C. Extended Exposure to French Language Instruction
- D. Restorative Discipline Practices
- E. Strong Instructional Leadership and Facilitation

Well-Prepared Educational Environments

Montessori education values the preparation of an enriching educational environment as the impetus for student learning. This practice is grounded in the Montessori philosophy which maintains that the prepared environment is one of the single most important elements of a Montessori education because it serves as the conduit for exploration and discovery by the child. Classrooms at Audubon Gentilly will be well equipped with a broad range of developmentally appropriate Montessori materials in both French and English featuring “centers” to reflect the major core instructional categories. The classroom space will be attractively arranged to provide community meeting spaces, small group instructional spaces, small group work spaces and individual work spaces. This blend of options will allow the child ample learning configurations that will best meet the needs of the work they are undertaking at the time.

The classroom environment will also have easily accessible technology for student use including Howard computers, Listening Centers, iPads, and Smart Boards. In addition to technology, the classroom environment will also have a library of print resources for student reference and use as well as materials that will be useful for remediation and/or intervention within the classroom.

Teachers will use their knowledge of the Montessori curriculum scope and sequence as well as Language Acquisition to ensure that appropriate materials are made available for student use in the classroom according to where students are currently operating within the curriculum.

Individualized Instruction for Students

The ability to allow students to work at their own pace through each learning cycle is a hallmark of the Audubon model. Rather than a proscribed schedule where students all learn the same thing at the same time in the same way, the Audubon model allows students to receive lessons in an array of learning configurations based on what they need, regardless of their grade placement. Students are given large, uninterrupted work blocks where they are able to focus on longer, more in-depth works and long term projects.

Students at Audubon Gentilly will meet with their teachers at least weekly to review work contracts and plan instruction for the upcoming week based on their identified needs. At the earliest ages, this will include the teacher suggesting the student complete works which mirror prior whole group lessons or explore upcoming materials within the classroom. For older students, this will include the student sharing their plans to complete assignments for learning units and receiving feedback and support from teachers on how to maximize their efficiency and learning opportunities. The purpose for this gradual release of learning responsibility is to help students become independent learners, who take the lead in their own learning and advocate for their instructional needs.

Beyond the regular classroom, Audubon Gentilly will also provide support services for students such as Reading Intervention, Counseling services, and Gifted services to ensure that students receive what they need to be successful across the learning spectrum.

Extended Exposure to French Language Instruction

Our 30+ year history of providing French language instruction has shown us that the strongest instructional strategy for acquisition of a 2nd language is immersion in the language beginning at an early age. This exposure not only assists children in learning the vocabulary and grammar of the 2nd language, but also builds their cognitive ability to toggle between languages with minimal difficulty. Audubon Gentilly will offer a program which features extended exposure to the French language for students beginning at the Pre-Kindergarten (3) level. In the early years, the focus will be on vocabulary acquisition and conversational language. As students matriculate through the program, the focus will be targeted acquisition of the language through vocabulary, grammar, speaking/listening, and literature. It is our goal that students who complete the program through 8th grade will be able to receive High School French credit based on their proficiency.

Restorative Discipline Practices

Respect for the child is one of the underlying principles Montessori education. Audubon Gentilly will utilize Restorative Discipline practices as outlined by the Center for Restorative Approaches. This approach centers around teaching all people how to repair relationships through positive, restorative methods. Restorative discipline is based on a relational approach to building school culture and climate. It focuses on encouraging children to be an active part of their community by understanding that what they do has an impact on others. Restorative discipline utilizes constructs such as the restorative circle (community circles or conflict resolution circles), restorative conversations and peer mediation to resolve conflict and remediate inappropriate behavior. In a Montessori environment, the concept of being a part of a community and owing a debt of service to that community are central teachings of the philosophy. At Audubon Gentilly, faculty and staff will be trained in restorative approaches and will utilize these methods to encourage self-reflection and teach replacement behaviors to students who display inappropriate behaviors. The school counselor, in concert with the Principal, will then lead the development of a

discipline framework that encompasses these strategies and focuses on remediation and support for students.

Strong Instructional Leadership and Support

In his review of literature surrounding the school leadership, Leithwood et al⁸ suggests that all successful school leaders share four key leadership practices

- *Building vision and setting directions-the ability to motivate others to work towards a shared purpose utilizing a communicated set of expectations*
- *Understanding and developing people-the ability to understand how to build capacity in those who will most directly impact the desired outcome*
- *Redesigning the organization-the ability to create an environment which allows others to make the most of their capabilities for the best possible outcomes*
- *Managing the teaching and learning program-the ability to create sustainable and effective infrastructures to support the organization*

These practices, including various subcomponents, are all key ingredients to successfully impacting the achievement of students. At Audubon, we believe in the power of recruiting and cultivating strong instructional leadership who have a stalwart belief in the educating the whole child as a global citizen. We recruit in two main ways; internationally utilizing channels provided through our association with the American Montessori Society and CODOFIL and internally by offering teachers who have the appropriate credentials the opportunity to take on leadership responsibilities. We have found that a strong instructional leader at Audubon is one who understands that their greatest duty is to support the growth of teachers and protect the sanctity of our Montessori and French language immersion programming for the success of our students. This shared vision is at the crux of the work that leaders at any level within Audubon Schools embrace and use as the impetus for their practice.

All members of the Audubon community are encouraged and supported in pursuing consistent professional development. This support is provided in a variety of ways such as providing funding for Montessori training through the Houston Montessori Center, Leadership training through venues such as the School Leadership Center, professional conferences such as those provided through the Agency for French Education Abroad and various school visits and tours. Teachers and teaching assistants are assigned to an Instructional Leader (Lead Teacher or Curriculum Director) who facilitates weekly collaborative meetings between cycle level teams focused on various topics such as new instructional strategies, student work reviews, long term projects, and teacher suggested topics. Students are dismissed one hour early each Wednesday to allow program level or site level professional development on topics such as whole school initiatives or discipline led by the School Leader, Instructional Leader or staff expert on the chosen topic. One of the defining traits of Montessori Education is a focus on responding to individual needs and this is mirrored by our approach to tailoring professional development to meet the needs of our instructional staff so that are students are well served.

Flexibility is important at Audubon. We understand that a great leader is one who is able to creatively respond to changing needs while remaining faithful to the tenets of the educational program. This often

⁸ Leithwood, K., Harris, A. and Hopkins, D. Seven strong claims about successful school leadership. School Leadership and Management, Vol. 28, No.1, February 2008, pp.27-42.

means that fresh and new input is necessary to find the best possible solution. At Audubon, we form Faculty Councils at each site whose role is to gather ideas or concerns from faculty and then formulate viable solutions and action plans to implement change. Members of the Faculty Council represent all levels of faculty and staff who have been both self-selected as well as appointed to be intentionally diverse. Representatives of Faculty Council then work with the Administration to implement actions which meet the needs of the organization. The school wide discipline policy is one example of the work that has emerged as a result of this collaborative and flexible process. As a result initiatives such as this where faculty and staff members are encouraged to take ownership of both generating ideas/concerns and solutions/action steps, they are able to expand the boundaries of their capability and play an active role in shaping the organization.

The teaching and learning process is the most important work that we do at Audubon. Following the constructivist methodology present in both Montessori philosophy and Language Immersion, faculty are encouraged to be active participants in their own learning just as students are as well. Montessori teachers at Audubon are expected to work toward dual certification in both their content area and their Montessori instructional cycle level. Furthermore, teachers are also encouraged to pursue additional certifications or areas of interest that will enhance the overall instructional program such as innovative reading or math strategies, effective discipline practices or even more detailed topics such as cognitive development and its impact on learning. Teaching assistants are also encouraged to pursue additional training or coursework that will allow them to be more effective in the classroom and even, if they desire, move into a lead teaching role. All leaders at Audubon have a responsibility to seek out and share with faculty professional development opportunities that will support the programming of the school, with priority given to Montessori education, Language Immersion education or Math (schoolwide focus area). In addition to seeking out additional professional development, leaders are often responsible for crafting opportunities for professional growth such as organizing classroom observations, facilitating school visits (both locally and nationally) and facilitating partnerships with local colleges, universities and professional organizations to provide local and national expert trainers on a variety of topics. All of these efforts lead to a well-trained and invested teaching corps who can then have a more positive impact on students.

3.) Curriculum and Assessment

Montessori Education utilizes a core set of materials for instruction. These materials provide the basis for instruction in the Pre-K(3) through 3rd grade classrooms and serve as a powerful tool in the 4th through 8th grade classrooms. In addition to isolating skills for more concrete instruction, the materials are also designed in a way which allows for control of error and self-correction throughout. Montessori materials in both English and French will be used as the basis of the instructional curriculum with supplements as listed below.

Curriculum

Reading

Early Childhood-Waseca Biomes Reading Program. This program is a complement to the Montessori environment as it provides a systematic introduction to the phonetic system of the English language. This sequence is consistent with the Orton-Gillingham Method and is effective for all children, especially those with learning differences such as dyslexia.

1st-8th grades-Scholastic Guided Reading Program. This program provides a mechanism for providing differentiated reading support in a multi-age and multi-ability classroom. This is essential in a Montessori

classroom since students must have the ability to work at their own level as they progress through the curriculum. Additionally, this approach allows students to interact with text in an authentic manner while also supporting writing and speaking/listening as well.

Math

4th-8th grades-Eureka Math Program. This program was rated as a Tier 1 curriculum by the Louisiana Department of Education. It also provides a structured approach to presenting skills in a way that closely supports the Montessori Scope and Sequence for these grade levels.

8th grade-Pearson Algebra 1. This program complements the Algebra 1 scope and sequence which has been developed to address the skills and knowledge necessary for students to master the content of this course and successfully pass End of Course tests in this subject.

Science

4th-8th grades-Interactive Science: A Science Curriculum by Pearson. This program is a good complement to the Montessori Scope and Sequence because it utilizes real world inquiry and investigation as the basis for instruction, which is at the heart of Montessori Education.

French

2nd-8th grades-TBD. The textbook and materials to support French language instruction will be chosen by December 2017.

Assessment

In Montessori and Language Immersion Environments, observation is the most potent tool in a teacher's assessment toolkit. It allows the teacher to keep anecdotal records that narrates the growth of students over time with real life examples to detail student growth and development. Observations allow the teacher to measure progress against cycle objectives and standards while also noting an precipitating factors which may have an impact of student achievement that are not captured by standard pencil/paper assessments. In addition to anecdotal records, teacher-created assessments and assessments aligned to adapted curricula, the following interim assessments will be used to benchmark student progress towards standards mastery.

Renaissance Learning STAR Assessments

Beginning in Pre-K(4), students will be given the Renaissance Learning STAR Assessments in Early Literacy (Pre-K), Literacy (K-8) and Math (K-8) no less than three times each school year (Fall, Winter and Spring). This assessment provides information on how students perform against grade level peers in various domains which align to state standards.

CTB/ McGraw Hill Developingl Skills Checklist (DSC)

All Pre-K(4) students will be given the Developing Skills Checklist twice per year (Fall and Spring). This assessment allows teachers to assess basic math, language, social, emotional, motor, visual, auditory and memory skills as students enter Pre-K(4) and use those measures as a base of comparison to see growth at the end of the Pre-K(4) school year. This assessment aligns with Louisiana standards for four year olds.

OPSB Specific Questions

1. Success of Academic Model

The academic model that is being proposed for Audubon Gentilly is the model that has been utilized with success at the original Audubon Charter School (formerly Audubon Montessori School) for over 35 years. Over time, Audubon has grown into an A rated school whose focus on Montessori and French Language Immersion programming have equaled a unique educational experience for students as evidenced by the record of school performance detailed below.

Year	School Performance Score
2006	108.9
2007	108.9
2008	108.9
2009	109.8
2010	114.1
2011	120.4
2012	125.3
2013	106.4
2014	118.4
2015	116.9
2016	112.2

2. Other Uses of the Model

The model proposed for Audubon Gentilly replicates the existing model in use at Audubon Charter School. This model is also in use at several private schools around the country including Intercultural Montessori School (Chicago and Oak Park, IL), Trilingual Immersion K-12 Montessori (Racine, WI), New Century School (Baltimore, MD), Academia Marie de Sandoval de Lenguaje Dual Montessori (Denver, CO), and Montessori del Mundo (Aurora, CO). Results from these schools are unavailable.

Operations and Schedule

- (1) Describe a day and a year in the life of a student at your school. Provide a weekly student schedule and a calendar of special events that will happen throughout the school's inaugural year.
- (2) Aside from the academic structures you have already addressed, describe the structures, policies, and practices you will implement that are essential to operationalizing the mission and vision that you identified.

OPSB Specific Questions 1. Provide, as **Attachment 2**, School Calendar and Schedule.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) Annual Academic Calendar. Audubon Gentilly's calendar is composed of 170 school days each year, and an average of 450 instructional minutes per day. Additionally, staff has a total of 6 Weeks of Montessori Training and 2 weeks of site-based PD days before students arrive. There are an additional 2 weeks of Montessori Training and 5 additional site-based PD days through the school year. Teachers have a weekly 2 hours of PD on Wednesdays, after students are dismissed at 2:00 p.m. (see attached sample calendar). Teachers will complete their Montessori Training by attending an additional two weeks in Houston at the end of the first school year. We will continue to have 3 weeks of site based PD prior to the start of the school year as well as PD on Early Dismissal days.

Inaugural Year Special Events	
August 2018	Parent Orientations by Cycle
August 2018	Student Orientation
August 17, 2018	Back to School Assembly
August 31, 2018	Maria Montessori Birthday Celebration
September 6, 2018	Back to School Night for Parents
October 31, 2018	Fall Festival
November 12-16, 2018	Fall Book Fair, Fall Community Service Project
November 16, 2018	Thanksgiving Performance and Feasts
December 21, 2018	Holiday Performance and Feasts
January 31, 2019	People of Color Celebration
February 8, 2019	Chinese New Year's Celebration
February 14, 2019	Grandparent's Day
February 11-15, 2019	Spring Book Fair
March 2019	Spring Performance
May 2019	Field Day, Moving Up Ceremony for Kindergarten Students, End of School Activity

Early Childhood Weekly Schedule (PK3/PK4/K)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		
TIME		TIME		TIME		TIME		TIME		
7:30 - 7:50	BREAKFAST	7:30 - 7:50	BREAKFAST	7:30 - 7:50	BREAKFAST	7:30 - 7:50	BREAKFAST	7:30 - 7:50	BREAKFAST	
7:50 - 8:00	Morning Meeting	7:50 - 8:00	Morning Meeting	7:50 - 8:00	Morning Meeting	7:50 - 8:00	Morning Meeting	7:50 - 8:00	Morning Meeting	
8:00 - 8:29	Uninterrupted Work Cycle	8:00 - 8:29	Uninterrupted Work Cycle	8:00 - 8:29	Uninterrupted Work Cycle	8:00 - 8:29	Uninterrupted Work Cycle	8:00 - 8:29	Uninterrupted Work Cycle	
8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59
9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29
9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59
10:00 - 10:29		10:00 - 10:29		10:00 - 10:29		10:00 - 10:29		10:00 - 10:29		10:00 - 10:29
10:30 - 10:59	Lunch/Recess	10:30 - 10:59	Lunch/Recess	10:30 - 10:59	Lunch/Recess	10:30 - 10:59	Lunch/Recess	10:30 - 10:59	Lunch/Recess	
11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29
11:30 - 11:59		11:30 - 11:59		11:30 - 11:59		11:30 - 11:59		11:30 - 11:59		
12:00 - 12:29	Special	12:00 - 12:29	Special	12:00 - 12:30	Story Time	12:00 - 12:29	Special	12:00 - 12:29	Special	
12:30 - 12:59		12:30 - 12:59		12:30 - 12:59		12:30 - 12:59		12:30 - 12:59		12:30 - 12:59
1:00 - 1:29	Nap	1:00 - 1:29	Nap	1:00 - 1:29	Nap	1:00 - 1:29	Nap	1:00 - 1:29	Nap	
1:30 - 1:59		1:30 - 1:59		1:30 - 2:00		1:30 - 1:59		1:30 - 1:59		
2:00 - 2:29		2:00 - 2:29		2:00 - 2:29		2:00 - 2:29		2:00 - 2:29		
2:30 - 2:59	Afternoon work and dismissal	2:30 - 2:59	Afternoon work and dismissal	2:30 - 2:59	PD	2:30 - 2:59	Afternoon work and dismissal	2:30 - 2:59	Afternoon work and dismissal	
3:00 - 3:29		3:00 - 3:29		3:00 - 3:29		3:00 - 3:29		3:00 - 3:29		
3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		

Elementary Weekly Schedule (1st - 6th)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
TIME									
7:30 - 7:50	BREAKFAST								
7:50 - 8:00	Morning Meeting								
8:00 - 8:29	Uninterrupted Work Cycle								
8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59	
9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29	
9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59	
10:00 - 10:29		10:00 - 10:29		10:00 - 10:29		10:00 - 10:29		10:00 - 10:29	
10:30 - 10:59	Lunch/Recess								
11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29	
11:30 - 11:59		11:30 - 11:59		11:30 - 11:59		11:30 - 11:59		11:30 - 11:59	
12:00 - 12:29	Lunch/Recess	12:00 - 12:29	Lunch/Recess	12:00 - 12:30	Special	12:00 - 12:29	Lunch/Recess	12:00 - 12:29	Lunch/Recess
12:30 - 12:59		12:30 - 12:59		12:30 - 12:59		12:30 - 12:59		12:30 - 12:59	
1:00 - 1:29	Special	1:00 - 1:29	Special	1:00 - 1:29	Afternoon work and community meeting	1:00 - 1:29	Special	1:00 - 1:29	Special
1:30 - 1:59		1:30 - 1:59		1:30 - 2:00		1:30 - 1:59		1:30 - 1:59	
2:00 - 2:29		2:00 - 2:29		2:00 - 2:29		2:00 - 2:29		2:00 - 2:29	
2:30 - 2:59	Afternoon work and community meeting	2:30 - 2:59	Afternoon work and community meeting	2:30 - 2:59	PD	2:30 - 2:59	Afternoon work and community meeting	2:30 - 2:59	Afternoon work and community meeting
3:00 - 3:29		3:00 - 3:29		3:00 - 3:29		3:00 - 3:29		3:00 - 3:29	
3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00	

Middle School Weekly Schedule (7th/8th)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
TIME									
7:30 - 8:00	BREAKFAST	7:30 - 7:50	BREAKFAST						
8:00 - 8:29	Uninterrupted Work Time	7:50 - 8:00	Uninterrupted Work Time						
8:30 - 8:59		8:00 - 8:29		8:00 - 8:29		8:00 - 8:29		8:00 - 8:29	
9:00 - 9:29		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59		8:30 - 8:59	
9:30 - 9:59		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29		9:00 - 9:29	
10:00 - 10:29		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59		9:30 - 9:59	
10:30 - 10:59	Lunch/Recess	10:00 - 10:29	Lunch/Recess						
11:00 - 11:29		10:30 - 10:59		10:30 - 10:59		10:30 - 10:59		10:30 - 10:59	
11:30 - 11:59		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29		11:00 - 11:29	
12:00 - 12:29	Lunch/Recess	11:30 - 11:59	Lunch/Recess						
12:30 - 12:59		12:00 - 12:29		12:00 - 12:30		12:00 - 12:29		12:00 - 12:29	
1:00 - 1:29	Work Plan review and individual help	12:30 - 12:59	Work Plan review and individual help	12:30 - 12:59	Work Plan review and individual help	12:30 - 12:59	Work Plan review and individual help	12:30 - 12:59	Work Plan review and individual help
1:30 - 1:59		1:00 - 1:29		1:00 - 1:29		1:00 - 1:29		1:00 - 1:29	
2:00 - 2:29		1:30 - 1:59		1:30 - 2:00		1:30 - 1:59		1:30 - 1:59	
2:30 - 2:45	Special	2:00 - 2:29	Special						
2:45 - 3:45		2:30 - 2:59		2:30 - 2:59		2:30 - 2:59		2:30 - 2:59	
3:45 - 4:00	Lockers/Dismissal	3:00 - 3:29	Lockers/Dismissal	3:00 - 3:29	PD	3:00 - 3:29	Lockers/Dismissal	3:00 - 3:29	Lockers/Dismissal
		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00		3:30 - 4:00	
				4:01 - 4:30					

2.) Structure of the School Day and Week. Attachment X provides a sample annual calendar, daily schedule and weekly schedule. The school day will begin at 7:30 a.m., allowing students to eat breakfast at school. The Instructional Day will run from 8:00 a.m. to 4:00 p.m., with one hour for lunch/recess daily, for a total of 420 instructional minutes per day and 1,980 minutes per week. Students will dismiss at 2:00 p.m. on Wednesdays and teachers will have 2 hours of PD (2:30 – 4:30 each week).

The ability to allow students to work at their own pace through each learning cycle is a hallmark of the Audubon model. Rather than a proscribed schedule where students all learn the same thing at the same time in the same way, the Audubon model allows students to receive lessons in an array of learning configurations based on what they need regardless of their grade placement. Students are given large, uninterrupted work blocks where they are able to focus on longer, more in depth works and long term projects.

Students at Audubon Gentilly will meet with their teachers at least weekly to review work contracts and plan instruction for the upcoming week based on their identified needs. At the earliest ages, this will include the teacher suggesting the student complete works which mirror prior whole group lessons or explore upcoming materials within the classroom. For older students, this will include the student sharing their plans to complete assignments for learning units and receiving feedback and support from teachers on how to maximize their efficiency and learning opportunities. The purpose for this gradual release of learning responsibility is to help students become independent learners who take the lead in their own learning and advocate for their instructional needs.

OPSB Specific Question

1. SEE Attachment 2.

Measurement and Remediation

(1) Describe the systems you will use to reflect on your school’s progress towards achieving its goals and to make course corrections as necessary.

- OPSB Specific Questions**
1. What are your assumptions about student baseline performance?
 2. How will you verify these assumptions?
 3. (If applicable), describe your high school graduation requirements.
 4. What pupil performance standards will you use?
 5. How will you continue to measure student performance against standards?
 6. How are teachers trained to perform interventions?
 7. What is the plan for pupil progression/retention?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) Progress towards Goals

Audubon Gentilly’s ultimate goal is to help our students develop into well-rounded and responsible global citizens. In order to meet this goal, we will provide a rigorous yet holistic environment that

provides ample opportunities for students to receive the instruction, challenge and support necessary to reach this goal. As a slow growth charter school, we will build a robust intervention system based on the system currently in use at Audubon Charter School and recommended by the RTI Action Network. This system is characterized by the following components:

- Universal Screenings for all Students. Students in grades Pre-K(4) through 8th grade will be screened in Reading and Math at the beginning of each school year and then benchmarked in January and April using the Renaissance Learning STAR Assessments. The results of these assessments will be reviewed by the Intervention Team consisting of the School Leader or Lead Teacher, Reading Interventionist, Math Interventionist, Classroom Teacher and SPED Teacher. Students scoring “In Need of Intervention” or below will have an individualized intervention plan created based on the intensity of their need. The intervention plan will include both in-class and external interventions (as needed) and progress monitoring every 2 weeks. A meeting is then scheduled between the teacher and parent to discuss the results of the screener, share the intervention plan and develop a plan for interventions that can be supported in the home.
- High Quality, Tiered Classroom Instruction. The Montessori classroom environment provides an attractive and engaging venue that invites students to explore and inquire which leads to learning. In addition to the environment, each classroom will be led by a Montessori and LA Certified teacher and supported by a Bi-Lingual Co-Teacher. These structure will allow teachers to provide small group, differentiated lessons to students on their instructional level throughout the day. It will also allow the teachers to implement classroom level interventions based on the plans developed from the universal screeners and other classroom observations that have been made. The School Leader and Lead Teacher will make frequent observations of each classroom and provide feedback and support to teachers based upon these observations.
- Ongoing Assessment. Observation and anecdotal records are the primary assessment tools in the Montessori classroom. In addition to these tools, teachers will also maintain a portfolio of student work products which demonstrate student mastery. During weekly collaborative meetings and Intervention Team check-ins, this portfolio will provide evidence to document student progress or lack thereof towards mastering content. It will then be used to make adjustments to student intervention plans or instructional delivery based on the need. When it becomes available, teachers will also utilize LEAP data to assist in making intervention decisions.
- Parent Involvement. Parents play a crucial part in the intervention process. At Audubon Gentilly, teachers will meet with parents of students in need of intervention following the administration of the Universal Screener. The purpose of this meeting is to share the results of the screener with parents, the proposed intervention(s) that will be implemented, who will deliver the intervention, how frequently it will be delivered and what type of progress can be expected from the intervention. The meeting will also touch on what possible next steps are for the child as a result of intervention (stop, continue, change or move forward with further evaluation) and also what the parent can do at home to support the intervention. During the meeting, the teacher will also ask the parent to share any concerns they may have regarding the plan and then address or make changes to the plan as is appropriate.

In addition to a student level intervention system, Audubon Schools will also utilize many of the same tenets to provide school level intervention and support in order to ensure we meet our goals.

- Universal Screening and LEAP Results. The overall results of the screening and LEAP tests will be

reviewed by the Senior Leadership Team of the CMO to create intervention plans that support teachers who have large numbers of struggling students. These plans may feature actions such as increased coaching, additional professional development goals, additional class level intervention personnel, etc. depending on the needs of the teacher and classroom. If a school level trend exists, Senior Leadership will work with the School Leader to craft an action plan to address the areas of deficiency which may include a change in instructional schedule to accommodate additional professional development for teaching staff, increased coaching for School Leader, and if necessary, a reorganization of personnel to fit the needs of the school.

- High Quality, Tiered Professional Development. One of the most important components of a successful classroom is an effective teacher. Instructional staff at Audubon Gentilly will have access to high quality internal and external professional development to meet their needs.
 - Coaching. Each instructional staff member will be assigned to an instructional coach who will provide observation, feedback and support. The coach will also help each teacher to create a professional development plan and to secure the resources necessary to achieve their goals.
 - Flipped Professional Development. In an effort to maximize Wednesday Professional Development time, faculty will participate in Flipped PD. Flipped PD is an innovative technological approach to providing personalized professional development to teachers. It involves using a technological platform such as Google Classroom that is loaded with information and resources about the content to be covered in professional development. It also has the capability for teachers to share other resources they may have, post student work samples for comment/review or leave questions regarding the content. The final component is normally an assignment or big idea that the presenter wants participants to complete prior to the PD. Teachers can access the information at their leisure prior to the PD session and the PD time is used to allow teachers to practice a new instructional strategy, gain clarification on a topic, or engage in a discussion on the selected topic.
 - External PD. This may take the form of attendance at PD hosted by a local or national trainer, training at a local college or university, training provided by a professional organization or professional conferences.
- Ongoing Observation. The School Leader and Lead Teacher will be expected to conduct weekly walkthroughs and observations of each classroom with written feedback given to teachers utilizing the COMPASS Rubric components and the Montessori Prepared Environment Checklist. No less than monthly, the Senior Leadership will conduct walkthroughs at each school site and observations of a random collection of classrooms with written feedback of observed trends given to the school leader also utilizing the COMPASS Rubric components and the Montessori Prepared Environment Checklist. Unannounced and announced follow-up visits will be conducted based on action steps noted in written feedback provided at the classroom and school site levels.
- Faculty Involvement. The strength of Audubon Gentilly will lie in the engagement and involvement of its entire community, especially the faculty who work with students. Just as at Audubon Charter School, we respect the input of our faculty and will encourage it to help us all improve. Faculty involvement will occur in a number of ways, but two of the most impactful will include:

- Peer Classroom Visits. Faculty at Audubon Gentilly will be expected to conduct pop-in visits (no more than 15 minutes) in at least 2 classrooms besides their own each week. The purpose of these visits is twofold; teachers will be encouraged to borrow practices or procedures that they feel may be successful in their classrooms but they will also be asked to pass along suggestions that they feel may enhance the classroom they visited. The goal in utilizing this method is to provide teachers with additional perspectives on how to improve their practice and increase opportunities for collaboration among colleagues.
- Faculty Council. The purpose of the faculty council is to be the voice of the faculty in school and CMO level decision making processes. Members of the Faculty Council are volunteers and appointed members that represent all levels of faculty. Their goal is to collect the concerns of the faculty and administration, discuss them and then brainstorm viable solutions to implement. They will meet no less than once per month and will formally meet with administration no less than once per quarter. Faculty Council representatives will also serve in an advisory capacity to administration for procedural and policy creation initiatives at the school site level.

OPSB Specific Questions

1. Audubon Gentilly, as a slow growth charter school, assumes that students will leave our organization on level and ready to tackle the challenges of high school and the world beyond. We anticipate that the initial group of students at Audubon Gentilly in grades Pre-K(3) through K will mirror the student base of Audubon Charter School in terms of performance. These means that we expect that students will come to us with very few academic experiences and will need supports to ensure they finish the year on level. We also anticipate that there will be a percentage of the student population who have special needs which will be addressed according to their IEPs. We anticipate that students coming to Audubon Gentilly in grades 1 and 2 will need additional support in Reading. To support this assumption, we are planning to employ a full time Reading Interventionist to support students in addition to the classroom teachers.
2. We will verify our assumptions regarding students by administering Universal Screeners to students in Reading and Math at the beginning of the school year. The results of these screeners as well as teacher observations will then be used to plan instruction and intervention for students as well as set goals for achieving our goal of matriculating students who are on level and prepared for high school and beyond.
3. DOES NOT APPLY. Audubon Gentilly will not have a high school component.
4. Audubon Gentilly will adopt Pupil Performance Standards as outlined by Orleans Parish School Board and the Louisiana Department of Education in accordance with OPSB and BESE requirements for public schools.
5. Student performance against grade level standards and Montessori cycle standards will be measured in a number of ways including teacher observation, teacher created assessments, curriculum based assessments, performance tasks, rubrics, Renaissance Learning STAR assessments, and TS Gold (Pre-K).
6. Teachers will be trained to perform interventions in a number of ways including through their work with their assigned instructional coach, external trainings, university partnerships, webinars and also external coaching when applicable. Our goal will be to build a cadre of internal talent who can then

share their expertise to meet the needs of students.

7. Pupil progression and retention policies will be implemented according to Bulletin 1566 and adopted from the Orleans Parish School Board's Pupil Progression plan.

Pre-K (3)-8th grades. In accordance with R.S. 17:24.4(G), lead teachers in all grades Pre-K(3) through 8th, with the exception of 4th and 8th grades, shall determine promotion or placement of each student on an individual basis. This decision will apply to all students in regular education programs. Lead teachers in consultation with special education teachers in all grades Pre-K(3) through 8th, with the exception of 4th and 8th grades, shall determine promotion or placement of each student with exceptional needs in accordance with federal and state Least Restrictive Environment (LRE) requirements.

4th and 8th grades. Students in regular education 4th and 8th grades, as required by R.S. 17:24.4, must also show proficiency on tests determined by BESE to be recommended for promotion. In the absence of BESE test results, the teacher will consider performance on class assignments and benchmark assessments (Bulletin 1566 §701) to make promotion decisions. Students with disabilities in 4th and 8th grades, as required by Bulletin 1530 §403, can be promoted based on the decision of the IEP team should they fail to meet the established proficiency test requirements established by BESE. This decision, however, can only be made if the student has not otherwise met the requirements for promotion. The decision to promote or retain a student will be a collaborative effort of everyone who works with the child including teachers, parents, counselors and interventionists using all available data. However, **the final recommendation for promotion or retention lies with the school.**

School Culture

- (1) List and describe the values that will define your student culture. Provide your plan for establishing and maintaining student behavior expectations that correspond with these values.
- (2) Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
- (3) Describe the steps that you will take to invest staff in these values and norms and the steps you will take to sustain their investment.
- (4) Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) The three primary values of Audubon Schools are:

- **Culture-We are inclusive because there is something to be learned from everyone.** At its core, Audubon main goal for students is to provide them with the tools necessary to explore the idea that as people, we may have different characteristics but we are more similar than we are different. We will teach students that RESPECT for themselves and others has to be at the heart of all interactions with others, just as it is the heart of Montessori. The Montessori curriculum also contains a cultural component which teaches students about the culture and lifestyles of people around the world, so that students can continue to recognize and appreciate difference, whether it be in culture, lifestyle, beliefs, appearance or ideas.
- **Community-We are a family.** A sense of community is essential to the Montessori environment

because it is deeply entwined with the classroom and school structure. What one person does matters and has an impact on others. This concept is taught to students at the earliest levels through the multi-age classroom structure where younger students are taught to utilize older students as a resource and older students are taught that they have a responsibility to assist younger students as they learn to thrive in the environment. Students within the classroom are given jobs that assist in maintaining the physical space and have shared responsibility for maintaining communal supplies. The Peace Table, which is an essential Montessori conflict resolution/peace education strategy, is a physical representation that teaches students how to bring any disagreements “to the table” to discuss before employing the assistance of a third party such as the teacher. Students understand that being a member of a community means having a responsibility to that community.

- **Creativity-There is a spark which resides in each of us that allows us to express ourselves to others.** At Audubon, creativity is valued, encouraged and celebrated. All members of the community will have access to a variety of fine arts which will allow them to explore different methodologies for self-expression. Even within the classroom, students will be encouraged to share their mastery of content in many ways including through visual art, music, performance art and creative writing—any format which strikes their fancy and allows them to show what they know.

These three core values will form the framework for all Audubon Schools. Additional values for Audubon Gentilly will be chosen and defined by the school leader and leadership team during the planning year prior to the 2018-2019 school year. These values will be chosen with input from stakeholders of the Audubon Gentilly community including staff, faculty, parents, and community members. These values, aligned with the mission of the school, will then provide the basis for the associated student behavior expectations and the schoolwide discipline policy.

2.) The policies and practices for implementing and maintaining student expectations of Audubon Gentilly will be created by the school leader of faculty prior to the beginning of the 2018-2019 school year with additional input from students during community meetings at the beginning of the school year. It is the belief of Audubon Schools that the only way to create a strong culture is to allow the stakeholders to have voice in what the culture looks like, sounds like and feels like. Therefore, the weeks leading up to the beginning of the school year and the first three weeks of the year will be crucial in creating a positive school culture. Prior to the beginning of the school year, the school will host a series of meetings for parents to give them the opportunity to meet faculty and staff and also learn about the various components which comprise the school culture in terms of schedules, practices, rituals, policies and procedures. For students, the first three weeks will be a time filled with whole school assemblies to review schoolwide expectations and create a sense of community, classroom community meetings to discuss classroom expectations and practice what they look like, and finally fun activities to help students understand the importance of the school values in maintaining a safe and enriching environment for students.

Throughout the school year, there will be additional whole school and classroom level activities such as assemblies, community meetings, and workshops that will allow all stakeholders (faculty, staff, students and parents) to continue to refine the elements of Audubon Gentilly’s school culture.

3.) The process of developing a positive school culture will begin with the **hiring process**. Mindset is a

powerful indicator of success, so it will be instrumental for the school leader and Senior Administration to choose faculty for Audubon Gentilly who understand the growth mindset necessary to help students reach achieve the vision of the school. The chosen professionals have to have an unshakable belief in the ability of the chosen curriculum to reach those goals and a desire to shape the whole child through an enriching educational experience. These characteristics, along with an open mind will make it possible to develop the type of school culture that will enhance the Audubon Gentilly experience for families.

Once the core group has been chosen and defined the values of the school and developed associated student behavior expectations, these components will be used to develop the **rituals, common language, shared practices and discipline policies** which will govern the school. These norms will be explicitly defined and shared with faculty and staff during the Opening of School PD session through role plays, discussion, and finalization of schoolwide practices which institutionalize these norms. They will also be used to help teachers develop individualized classroom management plans to ensure that these practices permeate the entire school community, both within and outside of the classroom environment. At the end of the Opening of School PD, the faculty and staff will present a mock “Day in the Life” of schoolwide and classroom level practices and procedures to the Senior Administration for feedback before implementation with students.

Throughout the school year, culture is one of the components that will be observed by the school leader, lead teacher and Senior Administration during **walk-throughs and observations**. Feedback will be provided to faculty and the school leader, and when appropriate, action plans to address corrective actions will be created to enhance school culture that does not meet agreed upon standards. At the student level, part of the work of the core group will be to flesh out disciplinary actions to address students who do not meet behavior expectations and assure those students receive the supports necessary to correct inappropriate behaviors. At least once throughout the year, the school administration will work with the Parent Teacher Organization (PTO) to conduct a survey of parents to gauge the culture and climate which has been established by the school. The results of the survey(s) will be used to inform practice moving forward.

During the first school year, there will be **professional development** at least once per month for faculty and staff focused on some component of the school culture including Mindset, restorative discipline practices, positive discipline activities, and conflict resolution. These sessions will assist the faculty and staff in their goal of refining and implementing strategies and practice which help to shape a positive school culture. The ultimate goal of establishing a strong and positive school culture is to equip students with the tools to understand and influence their greater community in becoming a better place to live.

4.) The norms that will shape interactions among professional staff, both administration and teachers are:

- Respect. This is a core value of the school. It means that everyone within the school community understands that we all have different perspectives, values and ideas and these differences are seen as being worthy of respect, even when we disagree. The reason that this norm is important is because if basic respect governs interactions between people, regardless of the nature of their relationship (peer or supervisor/supervisee), then the people involved will be able to see beyond their own limited experiences or biases to make the best decisions for all involved. Furthermore,

if one of our goals is to teach students to respect themselves and others, it is a practice they must see in their adult role models.

- Collaboration. Team work is an essential component of a successful school. Not only must each person on the team do their share to achieve the overarching goal of the school, each person also has a responsibility to push other members of the team to achieve their fullest potential so that the full synergy of the team is capitalized. This norm is important because at Audubon Schools, we believe that everyone has something valuable to contribute. The answer is most times, not with the most senior person on the team, but is a conglomeration of several different members of the team who all contribute some additional component that enhances the outcome. Additionally, this norm is also important because it provides a mechanism for feedback and support at multiple levels.
- Communication. Although it can be uncomfortable, it is essential that members of the Audubon Gentilly community are able to express themselves and do not shy away from having difficult conversations. The reason that this norm is important is because honest feedback is critical to moving a school forward. If the members of the community feel that they cannot engage in a respectful dialogue and share uncomfortable truths, the school will be unable to overcome obstacles and make good decisions for children. Additionally, if information is withheld for fear of recrimination or judgement, the school may just miss out on critical wisdom that could propel it in the right direction.

In order to establish and reinforce these norms, the following steps will be taken:

- Prior to the launch of the hiring process, the school leader will work with the Senior Administration to adopt CMO wide policies and create a Faculty Compact which outlines the school level expectations of faculty, staff and leadership in regards to the core norms of the school.
- During the onboarding of new faculty and staff, the school leader will conduct a workshop on the components of the Faculty Compact and reiterate what the tenets of the compact should look like in practice. This will be done through a combination of discussion and role play.
- Prior to the beginning of the school year, the faculty and staff will be asked to create a Faculty Council for the school site which includes representatives from all facets of the faculty/staff. The purpose of the faculty council is to be the voice of the faculty in school and CMO level decision making processes. Their goal is to collect the concerns of the faculty and administration, discuss them and then brainstorm viable solutions to implement. They will meet no less than once per month and will formally meet with administration no less than once per quarter. The Faculty Council will also, with input from the whole faculty, create a mechanism to collect issues and concerns from the staff. It will also develop protocols for synthesizing the information it receives and presenting it to the administration for action.
- No less than once per quarter, the school leader will host informal chats which will allow the faculty/staff to discuss either personal or schoolwide concerns or ideas in a one on one setting. The school leader will compose a report at the conclusion of the session to present to Senior Administration and the faculty/staff recapping the content of the chats and providing feedback on next steps.
- No less than once per quarter, Senior Administration will host informal chats at the school site to discuss schoolwide concerns or ideas with faculty/staff.

Although the above steps will be taken to establish and reinforce the norms of adult interaction,

modeling and consistency of expectations from the Senior Administration and school leader will be two of the main factors which ensure that faculty and staff are respectful of themselves and others, collaborate with others to improve outcomes and do not shy away from communicating their ideas with others even when they may disagree.

Special Education

(1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.

- OPSB Specific Questions**
1. What programs/services will be required to address each special education population:
 - Special Education Tier 1-2
 - Special Education Tiers 3, 4, 5
 - Gifted and Talented Students
 2. What assumptions do you have regarding cost/revenue to implement these programs?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) Audubon Schools will comply with all laws governing the education of students with exceptionalities in accordance with federal, state and local law [Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Louisiana's Education of Children with Exceptionalities Act (R.S. 17:1941 et seq.)]. At Audubon Schools, we welcome and support all students, regardless of their exceptionality or special need. Our goal is to provide a holistic education for students that is personalized to meet their needs and interests in the Least Restrictive Environment (LRE) to support the student. A multi-disciplinary team, headed by the Director of Special Populations (DSPED), will be created and will consist of the School Leader (or designee), Student Services Coordinator, School Counselor, Special Education Teacher, other personnel familiar with the student and the parent. This team will meet as needed to analyze data related to the student and their progress in the regular curriculum, accommodations currently in place for the student, interventions currently in place for the student and other related services the student may receive.

- **Identification.** Identification of students with exceptional needs will begin in one of three ways:
 - Parent request
 - Faculty referral (based on observation and classroom level data)
 - Universal screening results

In most cases, the initial request will be made as a result of the decision of the Response to Intervention (RtI) team's findings in regards to student intervention progress. In all other circumstances, a completed referral form will be submitted to the school site Student Services Coordinator (SSC) to initiate the identification process. The SSC will convene a meeting of the multi-disciplinary team to discuss the screeners and other data that has been collected as well as any additional data that may be needed to proceed into the evaluation stage of the process. At this meeting, the DSPED will review and provide parents with a copy of their rights and answer any additional questions regarding the identification, evaluation and service delivery process. The DSPED will also engage the parent to obtain parental consent to move forward with the

evaluation process. If the parent refuses to give consent, this refusal will be noted, but the team may decide to move forward with the evaluation if it is deemed necessary in accordance with the procedures developed by OPSB and the LDOE. At the conclusion of the meeting, a decision will be made to determine if the team will move forward towards evaluation.

- **Evaluation.** Once a parent has given consent to proceed, Audubon Schools will conduct all necessary evaluations of students within 60 days. The evaluations will be conducted by a team of qualified internal and external evaluators depending on the need(s) observed. At the conclusion of the evaluation, a confidential report will be shared with the parents and necessary members of the team. At a minimum, the report will contain the child's determination (if any), basis for determination, strengths and weaknesses, medical findings (if any), and finally, conclusions about the child and their determination without a special education curriculum and any additional determinations about the effects of the child's background/demographics on their determination (if any). It may also include additional data or observations gathered during the evaluation process. The report will determine if the team moves forward to developing an IEP or if they modify the student's current intervention plan.
- **Implementation.** Implementation of services for students with exceptional needs begins by reconvening the multi-disciplinary team, which will occur no later than 30 days following the determination decision. At this meeting, the team will develop an IEP for the student which contains which meets the requirements of Bulletin 1508. Once the team has agreed to the specifics of the IEP, service delivery will begin within 10 days. The multi-disciplinary team will reconvene as necessary, but no less than annually to update and review the IEP. Students must be reevaluated at least once every three years. In addition to progress reports provided by the regular education teacher, parents will also receive quarterly progress reports from the special education teacher on progress towards meeting plan goals.
- **Staffing.** Special Education personnel will be provided to meet the needs of the students serviced at Audubon Gentilly. At a minimum, the school will employ the following:
 - Director of Special Populations (School Psychologist or Educational Diagnostician shared between all schools in CMO)
 - Student Services Coordinator
 - School Counselor or Social Worker
 - Speech Therapist (may be shared depending on needs of school site)
 - Special Education Teacher
 - Special Education Teaching Assistant
 - Gifted Teacher (may be shared depending on needs of school site)
 - Nurse (P/T)

All other services will be contracted through independent vendors or may be hired by the CMO depending on the needs of students including:

- Talented in Art Teacher (may be shared depending on needs of school site)
- Talented in Theater Teacher (may be shared depending on needs of school site)
- Talented in Music Teacher (may be shared depending on needs of school site)
- Occupational or Physical Therapists
- Medical Services
- Adaptive physical education Teacher

OPSB Specific Questions

1. Programs/Services to Address Students with Special Needs

- Tiers 1 & 2: Speech or Language Impairments (Speech Therapy), Developmental Delay (SPED Instruction), Intellectual Disabilities (SPED Instruction), Orthopedic Impairments (Occupational Therapy), Health Impairments (Medical Services as necessary), Specific Learning Disabilities (SPED Instruction)
- Tiers 3 & 4: Autism (SPED Instruction, other services as needed), Developmental Delay (SPED Instruction, Medical Services as necessary), Emotional Disturbance (Social Work Services, SPED Instruction as necessary), Intellectual Disabilities (SPED Instruction), Multiple Disabilities (SPED Instruction, other services as needed), Other Health Disabilities (Medical Services as needed), Traumatic Brain Injury (SPED Instruction, Medical Services as needed), Hearing/Visual Impairments (Speech Therapy, Other Instructional Personnel as needed)
- Tier 5: Autism (SPED Instruction, other services as needed), Emotional Disturbance (Social Work Services, SPED Instruction), Intellectual Disabilities (SPED Instruction), Multiple Disabilities (SPED Instruction, other services as needed), Traumatic Brain Injury (SPED Instruction, Medical Services as needed)

For all students, the programs and services utilized will depend on the IEP goals that students are working to achieve. All students who receive academic services will utilize the i-Ready program to progress monitor their progress at their functional level in addition to the Renaissance Learning STAR Reading and Math Benchmark Assessments given to all students. All students will receive the appropriate accommodations and supports as specified by the IEP for instructional and testing purposes.

- Gifted: Gifted Instruction in pull-out, small group setting. Instruction will be multi-disciplinary in focus and represent inquiry based extensions to content for students.
- Talented: Instruction in identified area delivered in pull-out settings multiple times per week.

For all students, instruction will be delivered in multi-age groupings and class duration will vary according to IEP goals and requirements.

2. Cost, Revenue Assumptions

Costs and revenue projections pertaining to Special Education have been made based on the following assumptions:

- Students will be distributed across SPED tiers in a manner which mirrors the current Audubon Charter School
- Funding patterns for students will remain consistent over the next few years
- The cost for certain services (such as the Director of Special Populations and Speech Therapist) may be shared between multiple school sites
- The cost for Gifted and Talented teachers may be shared between multiple funding sources depending on the needs of the school site

English Language Learners

(1) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for special education

- OPSB Specific Questions**
1. What programs/services will be required to address English Language Learners?
 2. What assumptions do you have regarding cost/revenue to implement these programs?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Audubon Schools will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and supports necessary to access the curriculum. Audubon Schools will implement the following measures to identify, evaluate and provide services for ELL students.

Identification

At registration, all new families are asked to complete a Home Language Survey. The survey is available in English, Spanish and Vietnamese. The results of the survey are used to generate an initial list of students who may be eligible to receive ELL services. Students whose families indicated a native language or home language other than English will be flagged to be screened for ELL services. The ESL teacher will also collect faculty/staff recommendations regarding students that may qualify for ELL services. The ESL teacher will then reach out to all families with students flagged to be screened for ELL services to verify that the native or home language is indeed something other than English.

Evaluation

Once the ESL teacher has confirmed all identified students' native or home language status, an English proficiency screener will be administered by the ESL teacher. Students will be screened for English proficiency in speaking, reading, writing and listening. The results of the screener, along with Universal screening data collected at the beginning of the year, will be shared with families. At this time, families will be instructed re

Students who qualify for ESL services will begin receiving support services both within and outside of the classroom as needed. The ESL teacher will meet with the regular education teachers and parents to develop LEP accommodation plans to address student needs, At a minimum, the plans will include information regarding the level of support necessary for the student, the frequency and type of service delivery, and accommodations/modifications that are necessary for the student to be successful. The ESL teacher will also ensure that both teachers and parents are made aware of the rights of the student and parents in regards to their ELL status.

Implementation

Once consent has been given for the delivery of ESL services and a plan has been created to address the needs of the student, the ESL teacher will begin tiered pull out instruction and differentiated push-in support to ELL students. The amount of services received will depend on the needs of individual students in accordance with federal, state and local guidelines. Additionally, regular education teachers

will provide modifications and accommodations with the assistance of the ESL teacher to meet the needs of ELL students in the regular classroom.

The ESL teacher will administer proficiency benchmark assessments to students at the mid-year and end of the year marks to measure student growth towards proficiency and also to update student instructional needs as they change. Once a student meets proficiency standards according to Bulletin 118, the student will be exited from primary ELL services and will receive in-class support from the ESL teacher.

Staffing Plan

ELL students will be serviced by a certified ESL teacher. At this time, it is assumed that one teacher will be sufficient to service the anticipated student base. Final staffing plans will depend on student need.

OPSB Specific Questions

1. The ESL teacher will utilize a variety of materials to provide instruction to ELL students including bi-lingual dictionaries, online translations services, translated textbooks (if applicable) and Rosetta Stone. ELL students may receive accommodations and modifications such as the use of word to word translation devices, bi-lingual dictionaries, modified or translated assignments, alternative assignments, extended deadlines and any other services as indicated by the LEP accommodation plan.

2. Cost, Revenue Assumptions

Costs and revenue projections pertaining to ELL services have been made based on the following assumptions:

- The percentage of ELL students at Audubon Gentilly will be similar to the number of ELL students currently at Audubon Charter School (5%) due to the French Language Immersion component of the curricular programming
- Funding patterns for students will remain consistent over the next few years
- The cost for the ESL teacher may be shared between multiple school sites

Parents and Community

(1) Provide, as **Attachment 3**, any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school (e.g. surveys, intent to apply lists, letters of commitment).

- OPSB Specific Questions**
1. How will you share information with Parents and Community Members?
 2. How will you receive feedback?
 3. What is the process for grievances?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1) See Attachment 3.

1. Audubon plans to continue operating successful, high demand schools as we expand programming to the Gentilly Area. We believe that parent engagement and community partnerships are key components for student success. During the next 18 months our school leadership team, and the selected school leader, will begin engagement with community stakeholders. We will host information sessions for parents, meeting with community leaders and businesses and participate in various school fairs, including the Annual Urban League School Expo and the School Fair hosted by Parenting Center at Children’s Hospital. We will also visit

daycare centers in the target area and attend community events.

Schools should be the heart of the community in which it is located. Once we open the school, we will continue to build relationships with our parents, community residents and businesses. Once students have been enrolled, we will have small group meetings with parents and students to discuss the program, school culture, homework expectations and provide information on the various opportunities for parent involvement. We will communicate with parents using a variety of methods including school newsletter, website, daily email blasts and ParentSquare. There will be multiple opportunities for parents to visit the school including New Parent Orientation, Meet & Greet, Back to School Night, Book Fairs, Report Card Conferences, School Performances and Special Events throughout the year.

2. Parent and student satisfaction will be measure utilizing formal and informal means. Informal conversations will be held at arrival/dismissal, during school events and during monthly Principal Chats. We will also survey the parents 3 times per year. Survey results will be shared with the Board of Directors, Faculty, Staff and Parent Community. The school leadership team will use the data to address areas of improvement and set goals for the school.

Parent grievances will be addressed in a timely manner. How grievances are addressed will depend on the type of grievance. Parents will be encouraged to communicate concerns with the child's teacher, then Curriculum Director, the Student Services Coordinator, then the Principal. We will work with the parents to ensure that all student needs and concerns are addressed.

SECTION II: PEOPLE

Founders' Submission

For the prompts in the Founder's Submission section, both the board chair and the school leaders should answer each question separately. The purpose of this section is to assess whether the proposed school leader and the board chair have demonstrated success in leading others towards meeting goals.

- (1) What vision and goals did you have for the organization in which you most recently held a formal leadership role?
- (2) What were the most important strategies that you implemented in order to ensure that your organization met its goals?
- (3) How did you set up your team to help them in understanding their role in helping the organization meet its goals?
- (4) How did your organization both monitor progress towards its goals and remain on track to meet its goals?
- (5) What relationships did you cultivate both in and outside of the organization for which you worked? How did they help you achieve your goals?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

School Leader

- 1.) As the CEO/Principal of Audubon Charter School, my vision for the school is to help build the operational efficiency of the organization to expand opportunities for more children to receive a quality Montessori and French Language Immersion Education. My goals for the organization are:
 - Reorganization. Reorganization of the organization to meet the changing needs of the school community, now and moving forward
 - Accreditation. Achieving Montessori Accreditation of the Montessori program in alignment with the American Montessori Society's (AMS) process
 - Replication. Replicating the current school model in other areas of the city to increase the quality school choices available for families who want a Montessori French Language Educational Experience
- 2.) The most important strategies that I have implemented to ensure the organization met its goals were:
 - Facilitating an organizational assessment of the school utilizing external professionals and internal SWOT analysis. As a result of this assessment, the Finance Department was reorganized, redundant positions within the school were eliminated, new operational manuals are being created for all departments, targeted professional development was provided for front office personnel and job descriptions/evaluations are in the process of being revised for all non-instructional personnel
 - Creating short term plans to reconfigure grade levels, revitalize curriculum delivery, amend scheduling and provide appropriate Montessori training for teachers to meet the requirements for Montessori Accreditation through AMS
 - Establishing a core team of Senior Administrators who work, in concert with the governing board, to create a plan for replicating the current educational programming in a manner that corresponds to the needs of the Greater New Orleans community.
- 3.) I am a collaborative leader. I believe that the biggest role I play in the organization is in ensuring that the best people are in place to carry out the work. To this end, I have spent a lot of time working with my team to redefine the roles and responsibilities of the major departments of the organization and define how those roles will grow as the organization changes. This process started by conducting an

analysis of key positions through looking at the actual duties of the person performing the job versus the written job description. This process revealed that there were a lot of overlaps or unclear areas of responsibility that required clarification. My team and I then began the process of realigning job descriptions and duties. In some cases, this simply required a shifting of duties from one person to another as in the case of the demarcation between the Assistant Principal and Curriculum Director job duties. In other cases, such as the Finance Department, it has turned into a major overhaul of the job duties, responsibilities and even positions as we work to redefine the necessary work of this department.

Throughout this entire process, my team has been aware of the goals that I have set for the organization. They have been shared with all stakeholders since before I was permanently appointed as the leader of the organization and continue to guide us through upcoming organizational changes. In the process of assessing and analyzing our organization, we have also had the pleasure of being able to collaboratively assign tasks and responsibilities in a way which more closely aligns with the newly delineated job duties of the team.

4.) The organization monitors progress towards meeting these goals through action step benchmarks identified in the long term plan developed by the Senior Administration and school leadership, weekly Administrative team meeting updates regarding ongoing projects, departmental check-ins, weekly Senior Administration meetings, monthly reports to the governing board and annual long term plan reviews. During each of these meetings, revisions or adjustments are made to the goals based on various factors such as other outstanding projects/deadlines and unexpected setbacks that need to be addressed.

5.) I have cultivated many relationships that have helped as I work to achieve the goals I have set for the organization. These relationships include various departments at the local school board, other charter school leaders within the city, Montessori school leaders nationally, professional organizations in the city and nationally, The Office of the French Counsel General, AEFÉ, CODOFIL, Xavier University of Louisiana Confucius Institute, Tulane University's Service Learning Department, Delgado Community College's Teach1-5 Program, New Orleans Baptist Theological Seminary, Houston Montessori Center, New Orleans Charter School Collaborative and other business partners that have provided services and advice during the reorganization process.

All of the partners listed above have helped the organization achieve its goals by providing:

- Advice or guidance
- A Sounding board for ideas
- Resources
- Materials
- Funds
- Oversight
- Personnel
- Training and professional development

Board Chairman

(1) The FAME Board set out to attain a 10 year renewal of our school charter. The said goal was met handily and laid a foundation for future successes. Thus, Audubon Charter School is now poised for

expansion, replication and advancement.

- (2) The board and I meticulously to implement a management by objectives strategy aimed at examining our internal operations and reporting as well as the academic standing of the school. We have also embraced the strategy of operational excellence (OPEX) whereby we are continuously seeking solutions for day to day problems that routinely occur.
- (3) We align our team according to skill sets and the task at hand. Each member plays an active role and relies on the entire team for feedback and questioning. We also examine best practices to ensure quality, efficiency and viability.
- (4) We have a system in place whereby the task is broken into manageable pieces and deadlines are set for those pieces to be completed. During this time, the project is vetted for completeness, correctness and compliance. The chairman and vice chairman both ensured that the project ran smoothly and were readily available to troubleshoot any issues.
- (5) We have established a multiplicity of relationships with for profit and nonprofit organizations as well as local, state and federal agencies that bring resources to our institution. In doing so, we are able to gain expertise in a number of new areas that our board may not be familiar with. We are also afforded the opportunity to receive in kind resources that help to offset expenses.

Governing Board

- (1) Describe the role that each board member will play on the board.
- (2) Include, as **Attachment 4**, a Board Member Information form for each board member.
- (3) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (4) Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.
- (5) Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision.

OPSB Specific Questions

1. How will board operate?
2. Describe how the board will operate in order to comply with key policy requirements?
3. What checks and balances will be performed to ensure compliance?
4. Describe the roles and responsibilities involved in board operations, coordination, and compliance?
5. Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.
6. Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

- 1.) Board members will play many different roles on the board depending on what committee they serve on and if they hold an elected position. Overall, the role of all board members will be to set the policies of the organization, supervise the affairs and activities of the organization including the incurring of debt, and hire/fire/compensate/evaluate the CEO of the organization.
 - Academic Excellence-reviews and monitors all student performance objectives of the organization
 - Governance-vet policy and provide recommendations to board, interview potential board members, other duties related to board recruitment, nomination, orientation and training according to the French and Montessori Education, Inc. (FAME) Board by-laws
 - Development-work with the Development Specialist to raise additional funds to support the

mission of the school

- Facilities-review and oversight of all facilities related issues such as the acquisition and upkeep of facilities
- Finance-set fiscal policy and provide financial oversight
- Organizational Development-work with Senior Administration to meet short and long term replication goals
- Legal-provides provides guidance on all matters that may have legal implications for the organization

Name	Position	Role
Derek D. Bardell	Chairman-preside at meetings of the Board and Executive Committee, all other duties assigned by the board	Academic Excellence, Governance
Adam Fontana	Vice-Chairman-act in place of the chairman in his absence	Academic Excellence, Development
Eva Alito	Secretary-keep all minutes and documentation of the board, provide notice as given to the board, all other duties assigned by the board	Facilities, Governance
Calvin Tregre	Treasurer-monitor all fiscal policies and affairs of the organization, all other duties assigned by the board	Finance, Development
Gregor Trumel	Ex-Officio	French Counsel General of Education
Erica A. Murray, Ph.D		Finance, Organizational Development
Sophie Capmartin		Academic Excellence, Organizational Development
Dorcas Omojola		Finance, Development
Javier Jalice, J.D.		Legal, Governance
Omar Mason, J.D.	Parent Representative	Legal
Byron Lily	Parent Representative	Academic Excellence, Organizational Development

2.) See Attachment 4.

3.) The FAME Board adheres to the following conflict of interest policy.

Audubon Charter School Conflict of Interest Policy

The FAME Board has adopted the following policy designated to avoid any possible conflict between the personal interests of board members or staff and the interests of the school.

The purpose of this policy is to ensure that decisions about the School operations and the use or disposition of the School assets are made solely in terms of the benefits to the School and are not influenced by any private profit or other personal benefit to the individuals affiliated with the organizations who take part in the decision. In addition to actual conflicts of interest, board members and staff are also obligated to avoid actions that could be perceived or interpreted in conflict with Audubon Charter School's interest.

1. Board. Any member of the Board who may be involved in a school business transaction in which there is a possible conflict of interest shall promptly notify the Chairman of the Board. The board member shall refrain from voting on any such transaction, participating in deliberations concerning it, or using personal influence in any way in the matter. The board member presence may not be counted in determining the quorum for any vote with respect to a school transaction in which he or she has a possible conflict of interest.

Furthermore, the board member, or the Chairman in the absence of the board member, shall disclose a potential conflict of interest to the other members of the Board before any vote on a school business transaction and such disclosure shall be recorded in the Board minutes of the meeting at which it is made. Any Audubon Charter School business transaction which involves a potential conflict of interest with a board member shall have terms which are at least as fair and reasonable to the School as those which would otherwise be available to the School if it were dealing with an unrelated party.

2. Staff. Any staff member who may be involved in an Audubon Charter School business transaction in which there is a possible conflict of interest shall promptly report the possible conflict to the Principal. If the possible conflict involves the Principal, the possible conflict shall then be reported to the Chairman of the Board.

The Principal or, where applicable, Chairman, after receiving information about a possible conflict of interest, shall take such action as is necessary to assure that the transaction is completed in the best interest of the School without the substantive involvement of the person who has the possible conflict of interest. (This does not mean that the purchase or other transaction must necessarily be diverted, but simply that persons other than the one with the possible conflict shall make the judgments involved and shall control the transaction.)

3. Definitions. Involved in an **"Audubon Charter School business transaction"** means initiating, making the principal recommendation for, or approving a purchase or contract; recommending or selecting a vendor or contractor; drafting or negotiating the terms of such transaction; or authorizing or making payments from Audubon accounts. That language is intended to include not only transactions for Audubon procurement of goods and services, but also for the disposition of Audubon property, and the provision of services or space by Audubon.

A **"possible conflict of interest"** is deemed to exist where the Board or Staff member, or a close relative, or a member of that person's household, is an officer, director, employee, proprietary,

partner, or trustee of, or, when aggregated with close relatives and members of that person's household, holds 1% or more on the issued stock in the organization seeking to do business with Audubon Charter School. A possible conflict is also considered to exist where such a person is (or expect to be) retained as a paid consultant or contractor by an organization which seeks to do business with Audubon Charter School, and whenever a transaction will entail a payment of money or anything else of value to the official, member, to a close relative, or to a member of that person's household.

A "possible conflict of interest" exists when an individual affiliated with Audubon Charter School has an interest in an organization which is in competition with a firm seeking to do business with Audubon Charter School if the individual's position gives him or her access to proprietary or other privileged information which could benefit the firm in which he or she has an interest.

A "possible conflict of interest" exists when an individual affiliated with Audubon Charter School is a trustee, director, officer or employee of a not-for-profit organization which is seeking to do business with or have a significant connection with Audubon Charter School or is engaged in activities which could be said in a business context to be "in competition with" the programs of Audubon Charter School.

4. This policy statement shall be made available to the Board, Staff and each person appointed to an Audubon Charter School position which regularly involves initiation, review, or approval of significant Audubon Charter School contracts or other commitments. Such people will be asked to sign the attached acknowledgment concerning reporting of potential conflict of interest.

A written record of any report of possible conflict and of any adjustments made to avoid possible conflict shall be kept by the Principal or, where applicable, Chairman.

4.) As a board that has been in existence for over 10 years, the FAME Board has grown in its ability to leverage relationships with key stakeholders in order to ensure the success of the organization. As the organization prepares to grow and change, the board is preparing to maintain those partnerships in the following ways:

- Families. The FAME Board currently has two members that are elected by the parents of students in the school through the school's Parent Teacher Organization (PTO). The role of the parent representatives are to be the voice of the parents to the governing body and ensure that perspective is considered when making decisions that impact the school. As the organization grows, the board is considering how to increase the impact and representation of the parent voice on the board through the use of parent forums hosted by the parent representatives and various ad hoc committees with parent participants. The board will also review its bylaws to see how the addition of a school site will affect its current board composition.
- Community Partnerships. Members of the FAME Board represent various industries and interests across the city. Currently, the board is looking to fill two vacancies on the board in an effort to expand its reach in the development and finance arenas. Beyond the board composition, the board has also began to reach out to civic and educational agencies to forge partnerships that can provide board training, leadership training, educational advocacy, and resources for the

school community.

- Educational Partnerships. The board currently boasts at least two members who have connections within Higher Education arena. This has enabled the board to develop relationships with colleges and universities that have resulted in pre-service teacher education opportunities for both the school and the partner institutions.
- Cultural Partnerships. Due to its status as a French School, Audubon has a long standing relationship with the French government and its department of Education. Although the nature of that partnership has changed over time, the Office of the French Counsel General remains a firm supporter of French education in the school and provides resources to enhance the French School program. The office also maintains an ex-officio spot on the FAME Board that is held by the person currently holding the position. The organization also has a partnership with HANBAN through Xavier University’s Confucius Institute. Moving forward, the board is also looking to develop partnerships with other cultural partners as well, especially from French speaking countries.

5.) The board requires monthly reports from the CEO and the Administrative staff which outline actions and activities that have taken place since the last board meeting. Annually, the board receives an updated action plan from the CEO which describes the current state of the school and also short and long term plans that will be explored in order to meet organizational goals. Periodically, the board may request additional updates on the status of specific actions and their progress towards completion. Finally, the board evaluates the CEO annually utilizing the COMPASS Evaluation tool for Leaders.

OPSB Specific Questions

1. Board Operation

Responsibility	Operation
Legal	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board also develops a mechanism to validate information from the CEO • Maintains legal status; ensures the proper paperwork is submitted to governmental agencies • Reviews financial and business dealings and exercise proper judgement in self-dealing transactions—avoidance of conflicts of interest
Finance and Accounting	<ul style="list-style-type: none"> • Approves annual budget • Reviews periodic financial reports such as balance sheet, income statement, and changes in financial position and others made available by the board treasurer and Senior Administration

	<ul style="list-style-type: none"> • Ensures proper internal controls are in place
Planning	<ul style="list-style-type: none"> • Establishes mission and vision for the organization and approves goals and objectives designed to achieve the mission and vision • Reviews strategic plan and progress towards goal achievement • Assesses compliance and progress in achieving educational and other outcomes agreed to in the charter contract • Assesses program evaluation
Policy	<ul style="list-style-type: none"> • Develop and adopt written policies appropriate to the operation and management of the organization • Reviews policies at designated intervals to ensure that policies are up to date and appropriate for the operation and management of the organization
Personnel	<ul style="list-style-type: none"> • Sets and reviews personnel policies • Hires and evaluates the performance of the CEO
Resource Development	<ul style="list-style-type: none"> • Establishes and implements fund development plan which assures the long-range commitment of financial resources for the charter school • Assures effective participation of all board members in plan implementation
Board Accountability	<ul style="list-style-type: none"> • Establishes and communicates clear expectations of board directorship job description to all members • Assures effective participation of the board of directors • Conducts annual board of directors' evaluation according to the evaluation plan for the organization
Decision-Making	<ul style="list-style-type: none"> • Defines and communicates the role of the board and the CEO in making decisions according to the decision-making matrix developed jointly by the board and the CEO • Assures appropriate involvement of the

	board of directors in the organizational decision making process
Community Relations	<ul style="list-style-type: none"> • Promotes the organization to parents and the general public including serving as an emissary of the organization to the broader community • Promotes cooperative action with other organizations as appropriate including activities when the organization should take part in coalitions, shared programs, joint action, etc.
Contracts	<ul style="list-style-type: none"> • Approves contracts
<p>2. The governing board will comply with all key federal, state and local policies. The board will do this by staying abreast of ongoing changes in educational policies at all levels related to the organization, actively participating in committees and boards locally that develop policies, attending local OPSB meetings and other debriefs offered by the local district, working with organizations such as New Orleans Charter School Collaborative to understand the impact of policy changes on the operation of the organization. This information will be used to craft and adopt organizational policy which assures the organization maintains compliance. The board will also provide the necessary tools, oversight, guidance and support to the Senior Administration to ensure that policy is implemented with fidelity.</p> <p>3. The governing board will put several checks and balances in place to ensure compliance. These checks and balances include</p> <ul style="list-style-type: none"> • Annual Audit • Fiscal Controls (separation of duties, multi-layered signatures and approvals, etc.) • Budget Approval • Monthly Financial Statements (Budget v. Actual reports) • Monthly Reports from Major Departments to ensure appropriate levels of independence (Finance, Operations, Academics) • Consistent and Open Dialogue with Senior Administration • Compliance Certifications • Defining compliance responsibilities in respect to committee versus full board issues • Periodic Policy Reviews • Ensuring Senior Administration have access to training necessary to support compliance • Annual review of alignment between organizational mission/vision and organizational actions/resource usage • Conflicts of Interest policies mandating levels of disclosure <p>4. The board provides oversight, policy development and compliance regulation for the organization. It also hires/evaluates the CEO of the organization and cultivates resources to ensure the long term sustainability of the organization. The roles and responsibilities of the board are detailed in OPSB Question 1. Above.</p>	

- 5. See Governing Board Question 4. Above.
- 6. See Governing Board Question 5. Above.

School Leadership

- (1) Include, as **Attachment 5**, and **Attachment 6**, staffing plans and information regarding your leadership team’s qualifications. Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.
- (2) Describe the standards by which you will evaluate teachers, how you will clearly communicate these standards and ensure that teachers stay on track towards meeting these standards.
- (3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:
 - The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
 - The information the board will collect;
 - The systems by which the board will collect information; and,
 - The process(es) by which the board will evaluate information and make decisions.

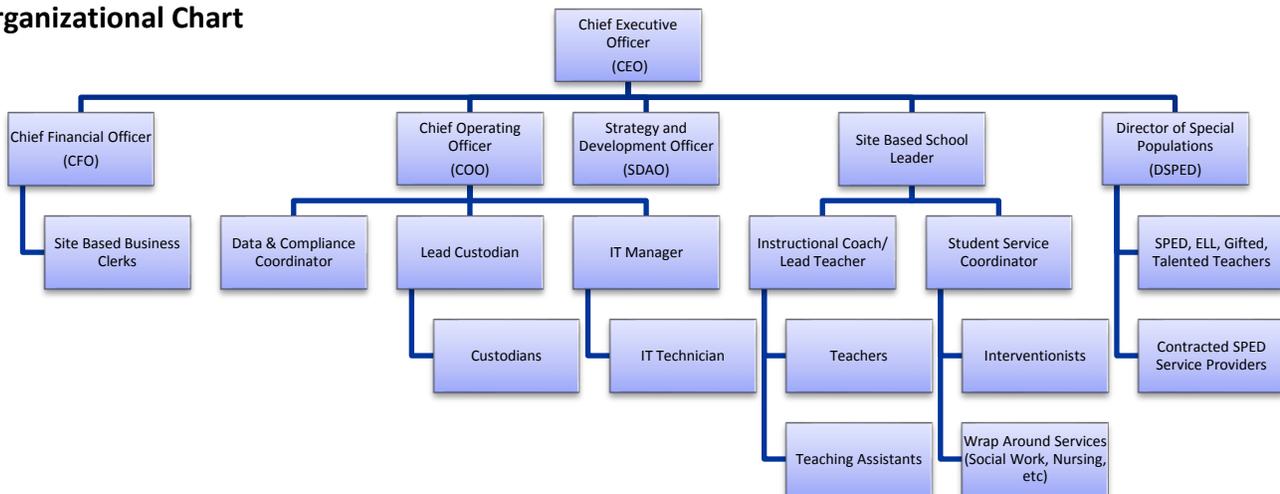
OPSB Specific Questions

1. What role will each leadership team member play?
 1. If identified, how will their background suit the role?
 2. If not yet identify, how will leaders be identified?
2. What are evaluation, development, compensation designed to provide for quality leadership?
3. Describe your plans for leadership recruitment.
4. What qualifications will be required for each leadership position?
5. How will the school’s leader be evaluated? Please explain who will evaluate, frequency of evaluations, consequences, and rubric materials that will be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) See Attachment 4. And Attachment 5.

Organizational Chart



2.) Teacher Evaluation, Communication and Support

Teachers will be evaluated utilizing the following levers adapted from Charlotte Danielson's rubric found in Enhancing Professional Practice: A Framework for Teaching.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- **Knowledge of content and the structure of the discipline**
- **Knowledge of prerequisite relationship**
- **Knowledge of content-related pedagogy**

Component 1c: Setting Instructional Objectives

- Value, sequence and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1e: Designing Coherent Instruction

- **Learning activities**
- **Instructional materials and resources**
- **Instructional groups**
- **Lesson and unit structure**

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- **Teacher interaction with students**
- **Student interactions with other students**

Component 2b: Establishing a Culture for Learning

- **Importance of the content**
- **Expectations for learning and achievement**
- **Student pride in work**

Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

Domain 3: Instruction

Component 3b: Using Questions and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources

-
- Structure and pacing
- Component 3d: Using Assessment in Instruction
- Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Noninstructional records

Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

* **Bolded items represent additions to the current COMPASS rubric domains and components.**

This rubric, if approved for use by the Louisiana Department of Education, represents a measure of a teacher's professional practice, impact on students and fit in the Audubon community. As an organization, we feel that it is important for our teaching staff to not only be effective instructors, they must also believe in and model the core values of the organization (Culture, Community and Creativity). As mandated by state and local guidelines, teachers will receive at least two formal observations per year utilizing the approved evaluation instrument. Additional formal observations may occur if warranted. This formal evaluation represents one portion of the formal feedback loop which will take place to give teachers guidance and support.

The above standards will be initially shared with the teaching staff during the onboarding process at the beginning of Opening of School Professional Development (Summer 2018). Teachers will receive a copy

of the tool during this time as well. Throughout the first quarter of the school year, faculty will participate in professional development (collaborative planning meetings, flipped PD sessions, self-directed study, school visits) which will introduce each lever of the tool to them separately. Exemplars and non-exemplars of Highly Proficient behaviors will be shared as well through videos or role play during each PD opportunity. Teachers will be given assignments asking them to demonstrate their understanding of each lever by sharing the characteristics which differentiates each level of proficiency for each lever as an assessment of their understanding of the standards. Also during this time period, the school leader, lead teacher and Senior Administration will conduct walk-through observations and pop-in visits to provide real time feedback to teachers using small segments of the rubric each time as a guide. Teachers will be expected to work with the school leader and lead teacher to utilize this feedback improve their practice before a follow up visit is conducted.

Beginning in the second quarter, more thorough informal observations will be conducted using the entire rubric to give teachers more holistic feedback on their performance. At this time, the school leader and lead teacher will develop improvement plans for teachers who are failing to meet the standards of the evaluation tool. The action plans will specifically reference which standards will be focused on, the activities and resources necessary to improve the lever, and a timeline for follow-up. This cycle will continue throughout the remainder of the school year. The first formal observation period will occur at the end of the 2nd quarter and the second formal observation period will occur mid-way through the final quarter.

3.) The board does not evaluate the school leader, but the CEO of the organization. The CEO evaluates the school leader. Both the CEO and the school leader are evaluated using student performance goals set by the board and the COMPASS Rubric for Leaders which contains the following levers:

Domain 1. School Vision

Component 1a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students and other stakeholders in that vision

Domain 2. School Culture

Component 2a. Facilitates collaboration between teams of teachers

Component 2b. Provides opportunities for professional growth and develops a pipeline of teacher leaders

Component 2c. Creates and upholds systems which result in a safe and orderly school environment

Domain 3. Instruction

Component 3a. Observes teachers and provides feedback on instruction regularly

Component 3b. Ensures teachers set clear, measurable objectives aligned to standards

Component 3c. Ensures teachers use assessments reflective of standards rigor

The board will collect information regarding the efficiency and implementation of the above levers through one on one interviews with stakeholders, surveys administered by the school and/or PTO, focus groups with stakeholder groups, school visits/observations and student performance data provided by internal benchmarking instruments. Once this data has been collected, the board will review this data along with a portfolio of evidence maintained by the school leader to verify their rating of the leader. This information will be converted to formal observation scores that will assist the board in creating a plan to support the leader as necessary.

OPSB Specific Questions

1. The School Leadership Team will be comprised of four main members:

-
- *School Leader*-NOT YET IDENTIFIED, the school leader will be responsible for leading the day to day operation of the school and supporting the instructional staff to achieve the goals and fulfill the vision & mission of the school
 - *Lead Teacher*-NOT YET IDENTIFIED, the lead teacher will be responsible for coaching the instructional staff and facilitating the professional development needs of the school; the lead teacher will also serve as the school leader's designee in their absence
 - *Student Services Coordinator*-NOT YET IDENTIFIED, the student services coordinator will be responsible for facilitating the RtI, SAT, and Section 504 processes for the school; the student services coordinator will also be tasked with sitting on the IEP team, assisting teachers with implementing behavioral interventions and overseeing all other intervention services
 - *Parent Liaison*-NOT YET IDENTIFIED, the parent liaison will facilitate communication between the school and other stakeholders; the parent liaison will act as an advocate on behalf of parents and will also connect parents to community resources such as translation services, interpretation services and social services

2. Audubon Schools offers a competitive compensation and benefits package to attract talented educators. The benefits, however, are not what make Audubon Schools attractive to potential recruits. Audubon Schools tends to attract like-minded educators from across the world who passionately believe in the ability of Montessori philosophy and Language Immersion structures to provide a quality education for children. Working at Audubon Schools can be tiring because our methodologies are so unique; that is why anyone who works for our organization has to be a committed individual who is aligned with the mission and vision of the organization and not motivated solely by the compensation package. Leaders at Audubon Schools are provided opportunities to pursue Montessori and Leadership credentialing at the expense of the organization. Additionally, leaders are invited to participate in professional development trainings, workshops, conferences and school visits around the world. Furthermore, the organization will provide a coach in the form of one of our current leaders to serve as a mentor to any newly hired leader as they plan the start-up of a new school.

3. Audubon Schools will recruit leaders both locally and nationally through the following channels:

- School website
- Online job search engines
- Websites and publications of affiliated professional organizations (i.e. American Montessori Society, The Public Montessorian)
- Local and national leadership preparation programs (i.e. Colleges/universities, New Leaders for New Schools)

Summer 2017: Post advertisements to recruit for School Leader. This person will use the 2017-2018 school year to plan for the opening of the new school during the 2018-2019 school year.

Summer 2017-September 2017: Interview candidates for School Leader. The interview process consists of 1.) submission of application materials and credentials 2.) in-person interview with selected committee 3.) in-person interview with internal committee and role-play 4.) reference checks 5.) background clearance

September 2017: Final round interviews (if necessary); if a suitable candidate has not yet been identified, we will repost the job advertisement and begin the recruitment process anew. If a suitable candidate has not been found by the end of this month, we may elect to employ the services of a search firm to fill this position

4. Qualifications

School Leader. Required. Master's Degree or higher from a regionally accredited college or university; Certification as a Principal/Education Leader I; Five years successful teaching experience at the elementary and/or middle school level; Three years successful school administrative experience at the assistant principal level or above at the level of assignment; Experience in staff development; Demonstrated ability to effectively and efficiently manage organizational resources; Demonstrated ability to enhance student achievement

Lead Teacher. Required. Bachelor's degree or higher in Education or a related field; 5+ years of successful classroom experience; Formal management and/or leadership experience in a high performing school setting; Demonstrated ability to work through conflict; Highly organized; Passion for Montessori and Language Immersion education as well as implementing alternative teaching methods; Exceptional understanding of instructional design, content design and assessment design; Experience managing complex projects; Ability to motivate people, instill accountability and achieve results

Student Services Coordinator. Required. Bachelor's Degree or higher in Education or related field; 3+ years successful experience as a classroom teacher; Experience working with students with exceptional needs; Experience managing complex processes; Experience maintaining IDEA, Section 504 or other compliance standards; Experience in project management and meeting deadlines

Parent Liaison. Required. High school diploma or higher; Experience working with children, families or case management; Customer Service experience; Experience working in a professional environment; Ability to lead workshops or training sessions

5. The CEO evaluates the school leader at least twice formally each year. The CEO may elect to conduct additional formal observations depending on the needs of the school leader. Both the CEO and the school leader are evaluated using student performance goals set by the board and the COMPASS Rubric for Leaders which contains the following levers:

Domain 1. School Vision

Component 1a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students and other stakeholders in that vision

Domain 2. School Culture

Component 2a. Facilitates collaboration between teams of teachers

Component 2b. Provides opportunities for professional growth and develops a pipeline of teacher leaders

Component 2c. Creates and upholds systems which result in a safe and orderly school environment

Domain 3. Instruction

Component 3a. Observes teachers and provides feedback on instruction regularly

Component 3b. Ensures teachers set clear, measurable objectives aligned to standards

Component 3c. Ensures teachers use assessments reflective of standards rigor

After the first formal observation, if the school leader fails to score at the Effective: Emerging or higher level on any lever of the rubric, the school leader will work with the CEO to develop an action plan which addresses this deficiency. The action plan will list activities, resources, timelines and evidence that will be

implemented in order to rectify this deficiency. In the event the school leader fails to improve above the Effective: Emerging level in the same category or falls to this level or below in any other category, the leader will be placed on a formal Individualized Assistance Plan which may include actions such as increased coaching, demotion or a reduction in duties until the deficiency is improved. Repeated scores of Effective: Emerging or below in any lever may result in the dismissal of the school leader from Audubon Schools.

Staff

(1) Describe your administrator, partner, and teacher recruitment strategy.

(2) Describe the expectations for teachers and for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that teachers and mission critical partners stay on track towards meeting expectations.

(3) For all core content and mission-related subject areas:

- Describe your professional development plans for teachers and how they connect to the curricula and assessments.

OPSB Specific Questions	<ol style="list-style-type: none"> 1. What are the minimum qualifications required for teachers and other staff members? What is the average qualification that you anticipate for your staff? 2. What staff compensation model will be offered to instructional staff? How does this compare to benchmarks? 3. How will you evaluate instructional staff? Please explain who will evaluate, frequency of evaluations, how feedback will be delivered, consequences of negative feedback, and rubric materials that will be used. 4. You may include, as Attachment 7, any documentation supporting your personnel policies, recruitment plans, and/or evaluation plan.
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1.) Recruitment Strategy

Audubon Schools will recruit administrators and teachers both locally and nationally through the following channels:

- School website
- Online job search engines
- Local and statewide teacher recruitment fairs
- Websites and publications of affiliated professional organizations (i.e. American Montessori Society, The Public Montessorian)
- Local and national leadership and teacher preparation programs (i.e. Colleges/universities, New Leaders for New Schools)

Fall 2017: Post advertisements to recruit for Lead Teacher and Student Services Coordinator. This person will work with the School Leader for the remainder of the 2017-2018 school year to plan for the opening of the new school during the 2018-2019 school year.

Fall 2017-February 2018: Interview candidates for Lead Teacher and Student Services Coordinator. The interview process consists of 1.) submission of application materials and credentials 2.) in-person interview with selected committee 3.) in-person interview with internal committee and role-play 4.) reference checks 5.) background clearance

Spring 2018: Post advertisements to recruit for Teaching and Support Personnel positions.

Spring 2018: Interview candidates for Teaching and Support Personnel positions. The interview process consists of 1.) submission of application materials and credentials 2.) in-person interview with selected committee 3.) sample lesson(local candidates) or video lesson 4.) reference checks 5.) background

clearance

Summer 2018: If any positions have not yet been filled, we will repost the job advertisement and begin the recruitment process anew.

No plans are currently in place to pursue corporate partnerships at this time.

2.) Expectations

At Audubon Gentilly, we expect all teachers and potential mission critical partners to:

- Model and embody the core values of **Culture, Community and Creativity**
- Practice respect, collaboration and communication in all interactions with stakeholders
- Provide an enriching and rigorous educational experience for students utilizing the Montessori philosophy and Language Immersion strategies
- Work diligently to achieve the goals of the school and educate the “whole child”
- Work with parents as partners
- Take an active role in the school community beyond the classroom by serving on committees, working with the PTO or leading service initiatives
- Remain curious and pursue life-long learning through professional development, advanced study or observation
- Successfully meet all evaluation metrics

These expectations will be explained and communicated to teachers and potential partners during the onboarding process. They will also be revisited during monthly faculty meetings. These are non-negotiable expectations that are crucial to maintaining the academic and cultural norms of the schools. Observation will be the primary method of ensuring that all stakeholders are adhering to these expectations. However, surveys administered at least annually will also be used to measure the school’s overall progress towards maintaining these expectations. Whenever possible, quantitative methods will be used to measure how well teachers are meeting these expectations such as logs which track communications with parents, CLUs from professional development and evaluation scores.

3. Professional Development Plan for Teachers

Professional Development will be an ongoing process to support instructional staff as they build a quality educational environment. During the Summer of 2018, all Lead Classroom Teachers will begin Montessori Training provided by Houston Montessori Center. This initial eight week training, provided by instructional cycle, provides an introduction to Montessori philosophy, materials and curriculum. The training will continue over a 2 year period and will conclude with the awarding of a Montessori teaching credential for each participant. In addition, the following topics will be introduced during Opening of School Professional Development sessions and will continue to be the focus of weekly collaborative planning sessions and weekly Early Dismissal professional development. Professional Development will be primarily facilitated by the School Leader and Lead Teacher, but may also feature sessions led by Senior Administration and external trainers based on the content. All professional development aligns to the four core content areas as they exist in a Montessori Language Immersion classroom, the development of a strong school culture and differentiating instruction and assessment to meet student needs in the classroom.

Pre-Work	Culture	Teaching and Learning	Special Populations
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Spring 2018			
-Flipped PD Sessions focused on <ul style="list-style-type: none"> • History of Montessori • Montessori in America • Montessori Environment • Language Immersion Practices -School Visits (Audubon Charter School, Wilson Montessori School [Houston, TX], School of the Woods, [Houston, TX]) -Montessori Training (Houston Montessori Center)	-Organizational Overview -School Mission, Vision -Creating Core Additional Values -Restorative Discipline Practices -Crafting a Schoolwide Discipline Plan -Creating a Positive School Culture -Schoolwide Routines, Protocols, and Procedures -Shared Language -Co-Teaching Classrooms	-Academic Goals -Montessori Classroom Environments -Montessori Materials -Curriculum Mapping -Unit Planning -Teacher Evaluation -TS Gold -Infusing Art into Instruction Across the Curriculum -Math the Montessori Way -Waseca Biomes Reading Program -Assessment in the Montessori Classroom -Early Language Acquisition in a Dual Language Classroom -Record Keeping -Standards Based Report Cards -Rtl -Aligned Assessment	-Differentiation in the Multi-Age Classroom -Respecting Differences: Working with Students with Exceptional Needs -Working with ELL Students -Intervention: Process, Documentation & Strategies -Autism -Down Syndrome

OPSB Specific Questions

1. Staff Minimum Qualifications

Teacher, Academic Interventionist. Bachelor’s Degree or higher in education or related field; Louisiana certification in instructional area or ability to gain certification following employment; belief in the mission and vision of the school; willingness to adhere to established teacher expectations

Teaching Assistant. High School Diploma or higher; prior experience working with children; belief in the mission and vision of the school

Behavior Interventionist. Bachelor’s Degree or higher in counseling or related field; prior experience working as a Behavior Interventionist or related position; belief in the mission and vision of the school; belief in the Restorative Discipline approach

Nurse. Graduate of an accredited nursing school program; Bachelor’s Degree or higher in nursing or related field; Licensure by the State Board of Nursing; 2 years experience as a school nurse or related position working with children or adolescents; eligible for certification as a school nurse; belief in the mission and vision of the school

Social Worker/School Counselor. Minimum of 3 years of elementary school counseling experience; Bachelor's degree or higher in social work, counseling, education or related field; Certification or ability to gain certification as a School Counselor; Experience leading and managing adults; Experience in and/or understanding of the public school system including charter schools is desirable; belief in the mission and vision of the school

School Operations Clerk. High School diploma or higher; self-starter; highly organized; belief in the mission and vision of the school

2. Staff compensation will be based on Audubon Schools established salary ranges as shared below.

Teachers-	\$40,547- \$59,547
Teaching Assistants-	\$20,000- \$34,500
Behavior Interventionist-	\$20,000- \$34,500
Nurse	\$40,547- \$59,547
Social Worker/Counselor	\$40,547- \$59,547
School Operations Clerk	\$25,000- \$40,000

Staff compensation is determined based on educational level, certifications and years of service. The French and Montessori Education, Inc. governing board may adopt adjusted compensation models prior to the 2017-2018 school year. The current compensation model falls within the ranges established by Orleans Parish School Board.

3. All school based personnel will be evaluated by the school leader. The school leader will conduct formal evaluations at least twice per year for all staff positions with oral and written feedback given to the employee following each evaluation period. Currently all staff evaluations (except the Teacher evaluation tool) are being developed by the Senior Administration in alignment with updated job descriptions. For all staff members who fail to perform their job duties in a satisfactory manner in accordance with evaluation standards, they will be required to develop an action plan with the school leader detailing the activities and support that will be put in place to address noted deficiencies. In the event the action plan fails to yield an acceptable improvement in job performance, other additional actions including demotion, reassignment and non-renewal of contract may occur.

Position	Evaluation Tool	Frequency	Method of Feedback	Consequences of Negative Feedback
Teacher	Expanded COMPASS Rubric See ATTACHMENT 7.	Formal-Twice per year Informal-weekly	Formal-Oral and Written Informal-Oral or written	-action plan -demotion -Formal Individual Assistance Plan -non-renewal of contract
Teaching Assistant	Curri entl y in deve lop men	Formal-Twice per year	Formal-Oral and Written	-action plan -reassignment

		Informal-at least monthly	Informal-Oral or written	-non-renewal of contract
Behavior Interventionist		Formal-Twice per year Informal-at least quarterly	Formal-Oral and Written Informal-Oral or written	-action plan -non-renewal of contract
Nurse		Formal-Twice per year Informal-at least quarterly	Formal-Oral and Written Informal-Oral or written	-action plan -non-renewal of contract
Social Worker/Counselor		Formal-Twice per year Informal-at least quarterly	Formal-Oral and Written Informal-Oral or written	-action plan -non-renewal of contract
School Operations Clerk		Formal-Twice per year Informal-at least quarterly	Formal-Oral and Written Informal-Oral or written	-action plan -non-renewal of contract
4. See Attachment 7.				

Partners

- (1) Identify the stakeholders whose partnership you have determined is necessary to your school's success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.
- (2) For each mission-critical partner₃ with which you already have a preliminary written agreement, provide a list of the services that are specified in the agreement. Describe why the partners you have selected are the best-fit organizations to provide the services you have listed.
- (3) Describe the expectations for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that mission-critical partners stay on track towards meeting expectations.
- (4) Include, as **Attachment 8**, any contracts or descriptions of relationship with Education Service Provider.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

- 1.) Audubon Schools has a number of partners who enhance the educational experiences of students both during the day and outside of the regular curricular structures. The governing board has helped to establish partnerships with organizations such as Teaching Responsible Earth Education (TREE), Xavier University's Confucius Institute and FC Nola Soccer League just to name a few. The board will continue to seek ways to build mutually beneficial partnerships with these business and educational agencies to ensure that Audubon Schools continue to nourish the "whole child".
- 2.) At this time, Audubon Gentilly does not have any written agreements with any mission critical partners. It is anticipated that the school will be able to establish partnerships with organizations that

currently partner with Audubon Charter School and expand their benefit to a new school site.

3.) At Audubon Gentilly, we expect all potential mission critical partners to:

- Model and embody the core values of **Culture, Community** and **Creativity**
- Practice respect, collaboration and communication in all interactions with stakeholders
- Provide an enriching and rigorous educational experience for students utilizing the Montessori philosophy and Language Immersion strategies
- Work diligently to achieve the goals of the school and educate the “whole child”
- Work with parents as partners
- Take an active role in the school community beyond the classroom by serving on committees, working with the PTO or leading service initiatives
- Remain curious and pursue life-long learning through professional development, advanced study or observation

These expectations will be explained and communicated to potential partners during the orientation process. They will also be revisited during catch up meeting with partners. These are non-negotiable expectations that are crucial to maintaining the academic and cultural norms of the schools.

Observation will be the primary method of ensuring that all stakeholders are adhering to these expectations. However, surveys administered at least annually will also be used to measure the school’s overall progress towards maintaining these expectations.

4.) DOES NOT APPLY. French and Montessori Education, Inc. and Audubon Gentilly have no plans at this time to enter into any corporate partnerships with Education Service Providers.

SECTION III: OPERATIONS

Recruitment

- (1) Describe the characteristics of the student population that your school will serve. The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview.
- (2) Describe your student recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school.

OPSB Specific Questions

1. What is your budgeted enrollment?
2. What is your target enrollment?
3. What is your minimum operating enrollment?
4. Include, as **Attachment 9**, completed enrollment projection template reflecting Orleans Parish differentiated funding weights.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Student Characteristics/Demographics

New Orleans has is competitive at the Elementary School level – with many choices available to parents. However we believe the city needs more non-traditional schools for students. Audubon will offer a high quality Montessori Education to students in the city. Audubon is diverse by design, not just diversity in race and socioeconomic status, but we will also serve students with exceptionalities, from Special Education to Gifted and Talented, and students whose first language is not English. As an open admission charter school, we will participate in the OneApp process. We intend will offer a geographic priority to 50% of available seats, as outlined in OPSB Policy.

Recruitment Strategy

Audubon plans to continue operating a successful, non-traditional program. We have been a high demand school for the past 6 years, with applications for Pre-K through 2nd grade exceeding availability (see table below).

Audubon Charter School										
PK3 - 2nd Grade Applicant Demand Report										
	PK3		PK4		Kindergarten		1st Grade		2nd Grade	
Year	Applicants	Avail.	Applicants	Avail.	Applicants	Avail	Applicants	Avail.	Applicants	Avail.
2011-2012	101	24	210	50	168	26	42	31	27	5
2012-2013	180	48	287	48	244	31	65	19	52	7
2013-2014	176	24	227	42	256	24	63	23	49	2
2014-2015	211	21	234	42	227	35	52	20	39	3
2015-2016	151	21	250	40	209	45	46	4	43	6
2016-2017	132	21	579*	42	214	37	36	4	37	2

*Include applicants that applied through OneApp

Based on the above information, we know there is demand for a Montessori education in New Orleans.

Our recruitment efforts will begin in the Summer of 2017, concentrating efforts in the catchment area for the school. We are planning the following outreach:

- Conduct Community Open Houses in various locations, including churches, community centers and libraries.
- Meet with leaders of preschools and Headstart centers, day care centers and community organizations to inform them of the school’s mission and programs, answer questions from members of the community and develop relationships with organizations that are serving the area.
- Distribute brochures and fliers to the preschools, daycare centers, libraries, churches and community organizations.
- Participate in community events including Urban League Schools Expo, Gentilly Fest, Bayou Boogaloo, etc.
- Advertising in The New Orleans Advocate, The Times Picayune, New Orleans Tribune, Gambit, Gentilly Messenger and various church bulletins
- Social Media Campaign

1. Our budgeted enrollment is:
2. Our target enrollment is
3. Our minimum operating enrollment is
4. See Attachment 9

Start-up Plan

OPSB Specific Questions

1. What is your plan for start-up? Include detailed plan, as **Attachment 10**.
2. Timeline/approach for recruiting key staff
3. Timeline/approach for recruiting students
4. Timeline/approach for finding facility

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. See Attachment 10 for start up plan
2. Recruitment of the school leader will begin in Spring 2017 with a goal of onboarding in Summer 2017. The leader will participate in Montessori Administrator’s Training in the Summer of 2017. Beginning in the Fall of 2017 participate in a residency program at Audubon Charter School. During this year, the School Leader will have an opportunity to learn the culture, leadership style and Montessori philosophy. The leader will have an opportunity to visit several highly rated, successful Montessori schools throughout the country (public and private).
Recruitment for the Student Services Coordinator and Lead Teacher will begin in Winter 2017, with onboard in Spring 2018. Student Services coordinator will review students assigned to the school through OneApp and begin outreach to parents to determine potential services needed in Fall 2018. Recruitment for Teachers and other staff will begin in Winter 2017, with hiring completed in Spring 2018. All lead teachers will attend Montessori Training in Summer 2018.

3. A campus has not yet been identified. We are focusing our efforts on the Gentilly area of New Orleans. We believe that a high quality school is needed in Gentilly. Two Elementary Schools (Milestone and Gentilly Terrace) are closing at the end of the year. Additionally we believe a Montessori School would provide a different option for parents who are looking for a non-traditional option for their children. We have looked at the following sites as an option:

- a. Gentilly Terrace Campus (lease and renovate)
- b. St. James Major – we have reached out to the Archdiocese, and are waiting to see if the site would be available. (Lease and possible renovation)
- c. Gregory Site – modular or build a new school on the existing Gregory Site
- d. Jean Gordon Site – modular or build a new school on the existing Jean Gordon site.

Once a site has been determined, we would work with an architect to determine renovations (if a permanent site is identified) or develop a proposal for modular on a temporary site. A project manager would be hired in Fall 2017 to ensure the facility is ready for start of school in time for school to start in 2018.

Facility

OPSB Specific Questions

- 1. Include, as **Attachment 11**, a facility plan aligned to your school schedule.
- 2. Describe your plan for securing a facility?
- 3. What facility characteristics are required to serve your academic program?
- 4. What are expectations for facility maintenance and safety inspections?
- 5. Please address how your school will plan to adhere to occupancy and fire/life safety codes.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

- 1. See Attachment 11 for the facilities required for Audubon Gentilly. The square footage for classrooms is estimated at 40 sq. ft. per student, based on the ideal classroom needed for Montessori Programs, as recommended by the American Montessori Society. We can work with smaller classrooms if necessary by storing materials not in use in a common storage area.
- 2. A campus has not yet been identified. We are focusing our efforts on the Gentilly area of New Orleans. We believe that a high quality school is needed in Gentilly. Two Elementary Schools (Milestone and Gentilly Terrace) are closing at the end of the year. Additionally we believe a Montessori School would provide a different option for parents who are looking for a non-traditional option for their children. We have looked at the following sites as an option:
 - a. Gentilly Terrace Campus
 - b. St. James Major – we have reached out to the Archdiocese, and are waiting to see if the site would be available.
 - c. Gregory Site – build a new school on the existing Gregory Site
 - d. Jean Gordon Site – build a new school on the existing Jean Gordon site.

3. The ideal site for a Montessori School will have classrooms with lots of natural light and approximately 40 square feet per child. Sinks and storage should be available in all classrooms. The outdoor space should include natural habitats, gardening and activity space that can be used for outdoor classroom space. Additionally the facility should have playground space that meet the age and safety requirements. The classroom design should create an environment that accommodates choice. There should be space in the room for small group activity, individual work spaces and a large area for class meetings. Children will work on tables or on the floor, so there should be lots of floor space for students to lay out materials on individual rugs. Each area of the curriculum should be in a well-defined space with shelves and display tables.

Audubon Gentilly will follow all requirements as outlined in the OPSB's Facilities Procedures Handbook and as agreed in the lease with OPSB (if applicable).

Policy

OPSB Specific Questions

1. Describe the systems and practices you will install in order to maintain awareness of federal, state, and local policies, including policy changes?
2. Describe the systems and practices you will install in order to ensure your school adheres to these policies, including school-level checks and balances?
3. Please address how your school will plan to adhere to the following policies specifically:
 1. State and Local Reporting
 2. Citywide Common Enrollment
 3. Discipline and Citywide Common Expulsion
 4. Pupil Progression Plan
 5. Information to Parents
 6. Transportation
 7. Timeline Notifications to Authorizer
4. You may include, as **Attachment 12**, any documentation supporting your planned policy adherence.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Audubon Schools will employ a Data and Compliance clerk at the CMO level who will be responsible for implementing compliance mechanisms and monitoring changes in policy at all levels. This person's duties will include:
 - Signing up for updates from federal, state and local entities to remain abreast of changes in policy such as the Portfolio Office's newsletter, the LA DOE newsletter, the Greater New Orleans Collaborative of Charter School's e-Brief and other similar agencies.
 - Disseminating changes in policy to the appropriate departments for consideration and CMO level

policy adoption

- Attending trainings and workshops on upcoming policy changes and turnkeying the information to the appropriate CMO and school site personnel
- Creating a brief of upcoming policy changes that is shared with Senior Administration on a weekly basis

2. The Data & Compliance Clerk, in addition to communicating policy changes to the organization, will also be responsible for creating compliance checklists that Senior Administration and school site personnel can utilize to monitor and document implementation of various policies. The Data & Compliance Clerk will also conduct periodic audits of the required documentation to ensure that policies are being implemented in the manner adopted by the organization.

3. 1. State and Local Reporting-the organization will develop a reporting calendar to utilize which will enable the CMO to gather school level data and ensure that data is complete and compliant before final submissions to state and local entities

3. 2. Citywide Common Enrollment-the Chief Operations Officer (COO) will work closely with the Enroll NOLA to ensure the organization remains abreast of required actions necessary for annual enrollment. The COO will also monitor the enrollment dashboard and reports to ensure that enrollment targets are met, returning students are appropriately enrolled and all families have satisfied requirements for admission.

3. 3. Discipline and Citywide Common Expulsion-Senior-the Director of Special Populations will participate in citywide and district-wide trainings and workshops in order to redeliver key information to school site personnel and ensure compliance

3. 4. Pupil Progression Plan-School Leaders will work with OPSB personnel to update the plan in accordance with state and district guidance. School Leaders will also be responsible for ensuring adherence to the plan at the school site level. Senior Administration will provide periodic audits of related documentation to ensure proper implementation.

3. 5. Information to Parents-the Parent Liaison will work with OPSB personnel and other city wide agencies to gather information that is of interest to the parent body. The Liaison will distribute the information to parents and provide guidance to parents on policy and its impact as necessary. The Liaison will maintain accurate documentation of all communication distributed to parents.

3. 6. Transportation- In accordance with state and local mandates, Audubon Gentilly will administer a transportation survey during registration each school year. Transportation will be offered to every family which resides more than one mile from the school or students with special needs as dictated by the IEP. Documentation will be maintained of parent acceptance/declination of this service.

3. 7. Timeline Notifications to Authorizer-the Data & Compliance Clerk will include all district timelines in the CMO level compliance calendar and will provide alerts to responsible departments to ensure timely notification to the authorizer as required

4. DOES NOT APPLY. Audubon Gentilly does not have any additional documents to submit on policy adherence.

SECTION IV: FINANCE

Financial Readiness

- (1) Do you plan to use a financial manager or a back-office service provider?
- (2) If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as, **Appendix 13**.
- (3) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (4) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (5) Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

OPSB Specific Questions

1. How will school operate in order to maintain financial stewardship?
2. What will the school leadership review to ensure financial measures are met?
3. Describe how the school will operate in order to comply with key financial stewardship requirements?
4. Who will be responsible? What are the qualifications of the business manager?
5. What additional external support will the school need?

Financial Readiness

- (6) Do you plan to use a financial manager or a back-office service provider?
- (7) If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as, **Appendix 13**.
- (8) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (9) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (10) Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

OPSB Specific Questions

6. How will school operate in order to maintain financial stewardship?
7. What will the school leadership review to ensure financial measures are met?
8. Describe how the school will operate in order to comply with key financial stewardship requirements?
9. Who will be responsible? What are the qualifications of the business manager?
10. What additional external support will the school need?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

- 1.) Audubon Schools Gentilly will use a financial manager, Justin Anderson, CPA, CFO for French and Montessori Education Inc., to manage the fiscal operations of the school. Mr. Anderson is will be responsible for the overall financial operations within Audubon Schools. Mr. Anderson is a Certified Public Accountant licensed by the State of Louisiana. He currently serves in this role with French and Montessori Education Inc.
- 2.) See Appendix 13.
- 3.) The CFO will report directly to the CEO, and will also meet monthly to present financial reports and information to the Board of Directors in addition to meeting regularly with the Board's Finance

Committee to monitor the school's finances.

4.) The CFO in consultation with the CEO and leadership team will prepare the school's annual operating budget. The budget will be based on the expected Minimum Foundation Program "MFP" revenue, and other projected revenues and expenditures that can be reasonably estimated. Audubon takes a very conservative approach to budgeting. Revenue is budgeted on lower than projected student population and expenses are overstated to provide the school with enough financial leeway to stay within the budget when revenue shortfalls or unanticipated expenses arise. The expenses will be based upon the individual departmental budgets as well as using historical data and projections. The budget will be presented to the Board of Directors for review and revision. The Board of Directors will adopt the annual operating budget by May 1st of each year. In the event of a budget shortfall, the CFO and school leadership will identify items within the budget that can be cut that does not compromise the integrity of the school's mission. The CFO will monitor the budget categories on an ongoing basis and present reports and projections to the CEO and The Board of Directors. If estimated revenues vary 5% or more from the original budgeted amount the board will be informed. The Board of Directors will have the authority to amend the budget and will seek to generate additional revenue for the school, if needed.

5.) Audubon uses Blackbaud Financial Edge financial software to provide the following functions: general ledger, bank reconciliation, fixed asset management, accounts receivable, budgeting, and accounts payable. The accounting plan of Audubon is designed to ensure that accurate and efficient reporting is made to the Board of Directors, and that it complies with the guidelines outlined in the Louisiana Accounting and Uniform Governmental Handbook (L.A.U.G.H.) as it relates to account classifications and the budget codes necessary. Audubon Management under the direction of the Board of Directors, will establish and maintain adequate accounting records and internal control procedures. Internal control policies with adequate segregation of duties will be instrumental in providing checks and balances. It will provide the organization with the ability to properly safeguard its assets, provide compliance with Federal and State laws and regulations, and produce timely and accurate and timely financial information. Audubon will also comply with all relevant regulations and laws that relate to grant funding when the grant funding is received. The board of directors and all levels of management within the organization, are responsible for preventing and detecting instances of fraud and related misconduct and maintaining proper internal control measures that will provide accountability and security of the schools resources. These systems of accountability are designed to ensure that Audubon is being a good steward of public and private funds.

The basic elements of the control system and accounting practices are described below:

General Accounting Procedures

Audubon shall use the accrual basis of accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities shall be completed using this method.

Student Activity Fund Procedures

The accounting software will be used to keep accurate records of the collection and disbursement of student activity funds. The process for accounting for these funds follows:

- a. A finance department representative will be responsible for all collections and bank deposits.
- b. Deposits will be made on a timely basis.
- c. Funds will be deposited into an interest bearing account.
- d. All expense will be paid using check request with appropriate supporting documentation; e.g. invoices, receipts, etc.
- e. All check request will have signature of finance representative, and the Principal.
- f. All checks will have the signatures of two persons from the following group: CEO, Principal, Ranking teacher.
- g. All expenses, whether incurred by an administrator, teacher, or parent will be turned in within 30 days of the expense.
- h. A monthly bank reconciliation will be done by the finance department including a check reconciliation. The reports will be provided to the CEO and the Board of Directors. Bank statements will also be made available for Board review at each meeting.

Purchasing Procedures

Audubon will follow the guidelines below for the purchase of supplies, equipment, and services in the school:

1. All acquisitions of supplies and services will be under the authority of the Principal based upon established limits.
2. All ordering of supplies and equipment will be done by purchase order.
3. Purchase order request form will be submitted by person requesting supplies or equipment to the finance department.
4. Purchase order request form will be reviewed and entered into Blackbaud financial system creating a sequentially numbered purchase order.
5. Purchase order will be signed by CFO after ensuring the item falls within budgetary allowances.
6. The purchase order can then be reviewed and signed by the Assistant Principal for orders under \$1000. Orders over \$1000 will require the review and signature of the Principal.
7. The finance department will retain the purchase order and filed in open purchase order file.
8. When vendor invoice arrives the finance department will attach with the original purchase order in the open purchase order file.
9. When items arrive the items will be counted and the packing slip will be signed and forwarded to the finance department.
10. At the end of each month, the finance department will provide a report to the principals to review all expenditures to assure continuing compliance.
11. French and Montessori Education, Inc. will purchase supplies, equipment and contractual services needed for its operation in a competitive manner- obtaining the

maximum educational value for every dollar expended.

Payroll

French and Montessori Education, Inc. has contracted with a professional payroll service to issue semi-monthly payroll checks and to handle all federal and state payroll liability payments. All employees will be paid via direct deposit. Payroll data will be entered into payroll processor system and the Principal will review and sign payroll prior to its submission. A reconciliation will be done monthly, and the payroll general ledger transactions will be updated in Blackbaud.

Independent Certified Public Accounting Services

Charter school law requires that charter schools submit to “appropriate financial audits in accordance with R.S.24.513 et seq.” French and Montessori Education, Inc. will engage an independent certified accounting firm to audit the school’s financial statements. The independent firm will use its professional judgement in determining the standards that apply to the work to be conducted based on Louisiana’s audit law, Government Auditing Standards, Office of Management and Budget Circular A-133 requirements for a single audit or program-specific audit when Federal expenditures exceed \$750,000 for the fiscal year, bond requirements, or other contractual requirements. The independent accounting firm will also inform French and Montessori Education, Inc. of any matters involving internal control and its operation considered to be reportable conditions under the standards established by the American Institute of Certified Public Accountants and the Comptroller General of the United States.

The independent accounting firm will also perform agreed-upon procedures to assist report users in evaluating management’s assertions concerning the performance and statistical data accompanying the basic financial statements of the school and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE).

OPSB Specific Questions

- 1.) Audubon will seek ways to most efficiently deploy the resources it receives. We will also comply with all relevant regulations and laws that relate to grant funding when received. The board of directors and all levels of management within the organization, are responsible for preventing and detecting instances of fraud and related misconduct and maintaining proper internal control measures that will provide accountability and security of the schools resources. These systems of accountability are designed to ensure that Audubon is being a good steward of public and private funds.
- 2.) The school leaders will meet regularly with the board of director’s finance committee and also at monthly board meetings to review financial reports. This includes a comparison of budgeted to actual results. In addition to this there is an explanation of variances within the budget. This process provides transparency throughout the organization and an opportunity to review and ask questions regarding the organizations finances.

3.) As mentioned above, Audubon is subject to annual financial audits. The independent firm expresses an opinion on the financial position of the organization. The auditor reviews the sources of revenues, expenses, and supporting documentation to ascertain any requirements or restrictions that may be associated with them. In addition to the review by the independent audit firm, Audubon will closely monitor financial metrics such as the 70% instructional expenditure requirement. Audubon will also look for competitive pricing when following the procurement process to most efficiently expend the resources of the school. This system of internal and external accountability will ensure that we are adhering to financial stewardship requirements.

4.) Mr. Anderson will be responsible for the overall financial operations within Audubon Schools. He will receive support from the Board of Directors, senior management, and the finance department. Mr. Anderson is a Certified Public Accountant licensed by the State of Louisiana. He currently serves in this role at French and Montessori Education Inc.

5.) Audubon Schools is equipped to handle all fiscal requirements internally. In the event that we need additional support, management will meet to determine the services needed and obtain the external services in order to meet all fiscal responsibilities.

Budget

- OPSB Specific Questions**
1. Include, as **Attachment 14**, your Financial Plan and Budget.
 2. Describe the key elements of your program. What are the expected costs of key program elements (including staffing model)?
 3. How will you finance these costs to keep the school sustainable?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

OPSB Specific Questions

1. SEE ATTACHMENT 14.

2. Audubon Schools has taken a conservative approach to budgeting for the replication school. The budget was made using revenue projections from sources only deemed to be reasonably assured. This approach will ensure that Audubon Schools can be fiscally sustained without the use of additional grant money. In the event that other monies become available through additional grants, that money can be used to provide additional resources and activities that further the mission of the school.

FAME Inc., central office staff that will provide support, costs are assigned based on the total students at the site in relation to the total student populations in the network. Year 1 estimates are 15% of central office staff costs, and increasing 5% in subsequent years as student population grows until reaching 35% at capacity. Site based costs will be allocated within the school's individual budget. Years 1 thru 5 budget and assumptions can be found on the completed **Attachment 14**. The staffing models follows the structure within the existing Audubon Charter School. In the event of failing to meet enrollment projections, we will revisit the staffing structure currently in place to determine the staffing changes need to me made to reduce total costs. As mentioned earlier Audubon Schools will look to make cost reductions in areas not essential to maintain the mission of the school. French and Montessori Inc. can

also decide to make an interest free loan to the school in the event of an extreme emergency.

3. The schools cost will be financed by the Minimum Foundation Program allocation, and Federal grants. The costs within the organization were budgeted to be sustainable using guaranteed funds. Additional funding is expected to be raised through private grants and fundraising. Any additional funding will increase the financial solvency of the organization.