

Marina Schoen

February 21, 2018

To the Members of the CEO Search Committee:

I wish to formally express my interest to continue serving Lycée's community in the role of Chief Executive Officer. I believe that over the last five years of providing successful leadership while developing our school's innovative programs, I have formulated many clear insights and an intimate knowledge of Lycée's unique mission as well as a complete grasp of the many challenges that stem from serving the needs of a diverse community while leading an international and multicultural team of educators. During these intensely productive five years of guiding Lycée, from its turbulent beginnings to the widely acclaimed success it is today, I have developed a well thought-out vision to build upon what has been achieved and to effectively move Lycée forward into an ever expanding and even more dynamic future.

My passion for making Lycée one of the finest French immersion schools in the country is rooted in my own life experience as a linguist who grew up in Italy, moved with my husband back to his native city of New Orleans in 1992, where both our children, Julia and Paul, attended the French Immersion program at Audubon Montessori School. In New Orleans, I taught in both elementary, middle and high school and later took on a school administrative role. My ability to see issues from the different perspectives of parent, teacher, and administrator has defined my approach to create a dynamic and inclusive Lycée community, conducive to achieving academic success while fostering a positive school culture for students, parents, faculty and staff.

As Chief Academic Officer, I have recruited, coached and directed a team of both local and international teachers and staff while successfully navigating the complex immigration laws which impact our recruitment and institutional stability. These efforts have produced proven student achievement as measured by both test scores and earning the school's first French accreditation. In order to accomplish this, I've had to make challenging and creative curricular choices and alignments to implement our school's rigorous academic standards and satisfy the educational requirements of both Louisiana and France. I have also implemented and developed the data systems used to make instructional decisions while upholding charter school laws and compliance which guide our school's educational program. In the spirit of innovation, I developed our Thinking Outside the Classroom program, one of our school's most successful endeavors, forging strong and lasting partnerships with many local organizations such as the Audubon Nature Institute, the Ogden Museum, the Louisiana State Museum, the National Park Service, and others.

Over the past five years, I have had the pleasure of working closely with Keith Bartlett to create a unique school culture while addressing many aspects of school life, ranging from safety, drafting and implementing policies, enrollment and facilities projections to chart future growth, communicating with parents over many student issues while enlisting supporters and volunteers indispensable for our community. We have always had to work hard to plan the school budget to maximize our resources and

create a supportive school climate that motivates our diverse stakeholders while developing vision-driven strategic goals. It will be an honor to build upon his legacy.

Moreover, I have been intimately involved in the acquisition of the Priestley building and the development of the architectural plans for its renovation, and am currently working on the development of the high school academic program. I have made strong connections with important partners, including the French community of New Orleans, CODOFIL, members of the AEFÉ leadership as well the directors of French schools in North America.

The next CEO must be someone with the ability to build and maintain bridges within the local community, create a vision for the school's direction while cultivating those benefactors who can contribute to our growth. It should be someone who can represent and articulate Lycée's achievements and needs to all our national and international partners and friends. I have been involved in the school's advancement by developing and maintaining relationships with the francophone and francophile members of our community, speaking at cultivation events, and co-chairing two committees of the Room to Grow Campaign. I have also maintained strong and trusted relationships with our parent community thanks to my communicative and open door style of leadership. I am committed not only to continue, but to build upon all this good work.

For all these reasons and more, I am seeking to become Lycée's new Chief Executive Officer, a position from which I can apply all my experience, skills, passion and dedication to assure continuity of past successes while expanding our track record for creative innovation that will further Lycée's vision and mission into the future.

Thank you for your time and consideration.



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PROFILE STATEMENT

Accomplished and insightful education professional with significant experience in the areas of instructional and operational leadership. Excellent analytic, communication, interpersonal and problem solving skills, and innovative outlook geared to making students' educational experience relevant, interesting, personalized, as well as authentic. Core competencies include handling of daily school operations, recruiting and managing staff, managing financial resources, developing and implementing policies, improving school academic performance, overseeing instruction, assessment, accountability and professional development, assisting in developing school organizational culture, contributing to advancement, developing strategic goals and assisting in procuring or developing school facilities.

Teaching: *Elementary:* All core academic subjects in grades 4, 5 and 6
Middle School: French, English Language Arts, Science and Study Skills
High School: French (Levels 1 through 5AP), English 2-World Literature, and Italian (Levels 1 and 2)

Louisiana Educational Leader Certification: [EDL 1 577919](#)

Louisiana Teaching Certification: [LEVEL 3 554761](#)

EDUCATION

- **Dottore in Lingue e Letterature Straniere*** 1985
** Advanced degree equivalent to a Masters' Degree*
IULM – Istituto Universitario di Lingue Moderne, Milan, Italy
 - **Teacher Certification (graduate credits)** 1997
University of New Orleans
 - **Montessori Certification (3-6 and 6-9)** 2004
North American Montessori Center, British Columbia, Canada
 - **Montessori Training (6-9)** 2006
American Montessori Society, Sunnyvale, CA
 - **Compass Evaluator Certification** 2012
Louisiana State Department of Education
 - **Educational Leadership** 2015
School Leadership Center, New Orleans, LA
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PROFESSIONAL EXPERIENCE in EDUCATION

♦ **Lycée Français de la Nouvelle Orléans, New Orleans, La** 2015 – Present

Chief Academic Officer:

Responsible for the school's academic leadership and for promoting Lycée's vision of excellence and fulfillment of its mission. Responsibilities include:

- Supervising and/or managing all responsibilities listed under the *Director of Academics'* position below.
- Academics: Researching and designing academic plans for Lycée's high school growth. Working with CODOFIL, the LDoE, and representative of the French Ministry of Education to firm plans for the development of the high school.

- Facilities: Working with CEO/Principal and architectural firm Eskew+Dumez+Ripple in designing and finalizing plans for the renovation of the Priestley High School facility.
- Advancement/development: Working with the Room to Grow Campaign leadership as committee co-chair.
- Finance: managing Academic and Professional Development budgets; exploring new funding opportunities; grant writing; assisting with the draft of the yearly operational school's budget.

Director of Academics:

2013 - 2015

Responsible for all aspects of academic life and other aspects of school life including, but not limited to:

- Aligning French National Curriculum to CCSS/GLEs/LSS.
- Overseeing assessment and academic accountability.
- Managing, designing and/or delivering professional development.
- Creating and/or developing the Thinking Outside the Classroom program.
- Serving as district and school test coordinator.
- Maintaining compliance with LDoE, the French Ministry of Education, and AEFÉ.
- Recruiting, supervising and evaluating instructional staff and support services personnel.
- Approving payroll for instructional and support staff.
- Managing the academic budget and assisting with the drafting of the yearly operational school's budget.
- Managing immigration/Visa issues and maintaining attorney relations for immigration legal procedures.
- Presenting at Back to School Night, Open Houses, Outreach and Cultivation Events.
- Leading French accreditation efforts.
- Drafting and/or updating the Pupil Progression Plan and other relevant school policies.
- Initiating and/or maintaining public relations with partner universities (including French Universities at Poitiers and Rennes), local organizations, the French Consulate, CODOFIL, Louisiana Consortium of Immersion Schools, and Heads or Directors of French schools in the US and Canada.
- Writing or co-writing grants.
- Maintaining relations with parents and serving *ex-officio* on the PTO Board.
- Serving as *ex-officio* member of Academic and Recruitment, and Personnel Committees of the Board.
- Serving in all aspects of daily school life as needed.

◆ **Lusher Charter School, New Orleans, La**

2007 - 2013

Served as: Chair of the Foreign Language Department and support to Foreign Language Department SLT writing, Member of the High School Leadership Team, Certified Compass Evaluator, Teacher Mentor, Member of the Testing Coordinator Team, Member of the School Improvement Plan Committee, Member of the Leadership in Common Core (CCSS) study group, co-leader/sponsor of the Student Advisory and SGA (Student Government Association), Member of the Instructional Technology Team, support to Assistant Principal and RTI Chair, Coordinator of National and International Travel; Member of the Summer Reading Committee, Member of the Tulane/Lusher College Preparedness Committee.

Classes taught: French levels 1 through 5AP, Italian 1-3, English 2- World Literature

◆ **Audubon Montessori School - L'École Franco-Américaine**

1999 – 2007

Leadership: Upper Grades Chairperson with Ranking Teacher's Duties, French/English School Curriculum Development Coordinator, Grant Writing Coordinator, Middle School Language Arts Chairperson, State Testing Team Member; Teacher Mentor

Classes Taught: 4th grade reading, 4th, 5th, 6th grade combination – all subjects, Middle School Grade 8 English Teacher

2006: Teacher of the Year

◆ **Thurgood Marshall Middle Magnet**

1995 - 1999

Teacher of French and English, Member of Grant Writing Committee, Member of Instructional Technology Committee, Cultural Activities Coordinator, Science Club Sponsor

◆ **NOCCA Riverfront**

1994 - 1995

Teacher of Italian, Foreign Language instruction and diction training for Vocal Department students

◆ **Tutor of French and Italian language classes**

1997 – 2005

◆ **Euroschool, Carrara, Italy**

1985 - 1989

Teacher of English, French and Italian as second languages, coordinator of cultural events for foreign students

Other Related Skills of Experiences:

Presenter at Professional Conferences:

◆ “ *Innovative Ways to Use Technology to Achieve Instructional Goals* ” - Louisiana Foreign Language Teachers Association (LFLTA) Conference in Alexandria, LA - February 26, 2010

◆ “ *Web-based Instructional Resources for Middle School French Students* ” - Professional Development Day for Teachers of French and French Immersion - Claiborne Conference Center, Baton Rouge, LA -September 24, 2010

Languages: English (fluent), French (proficient), Italian (native), Spanish (some working knowledge), German (three years' study), Arabic (one year study), Latin (5 years' study)

Computer Literacy: use of instructional technology such as Smartboard, Elmo, iPads for classroom, Edline, Powerschool (both Administrator and Teacher interfaces)

Professional Associations: ◆ Member of the Board of Directors of Alliance Française de la Nouvelle Orleans

◆ Former Member of the AATF - American Association of Teachers of French

◆ Former Member of FLTEACH – worldwide Foreign Language Teachers' Forum, Suny University, New York

Titles: ◆ Chevalier dans l'Ordre des Palmes Académiques (Knighthood: received the honor of the Academic Palms from the French Ministry of Education in 2015, for leadership in promoting French language and culture)

◆ Teacher of the Year, Audubon Charter School, 2006

Publications: Several published translations (books and magazine/newspaper articles)

Marina Schoen
Response to CEO Search Project
April 12, 2018

Thank you for selecting these prompts to discuss the issues facing Lycée's future growth. It certainly gave me another opportunity outside of my daily duties at the school, to analyze and articulate possible solutions. I chose to provide full responses to the first three questions, and to not address the topics posed in questions 4 and 5 because they are issues I am quite familiar with and would be glad to talk about in our interview.

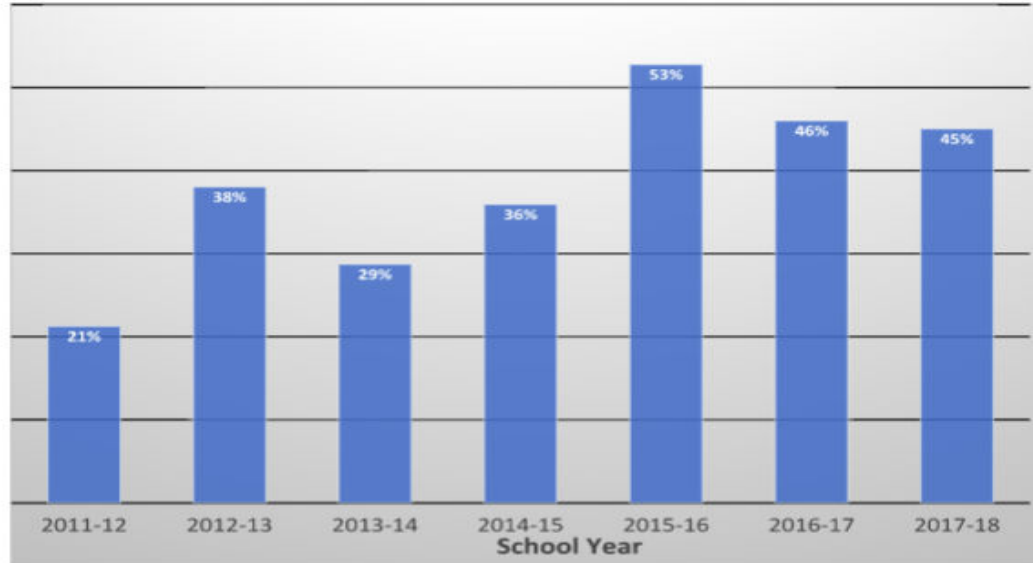
The first two questions on the reaching our 60% at risk student goal and Special Education are more complex issues and demand more comprehensive responses. The third question on strategies for funding the new campus is something I have given a great amount of thought to, includes some steps we have already initiated as well as many new ideas and strategies which may provide you with an insight into how I would act and approach challenges in a leadership capacity of the school's new CEO. I look forward to discussing these and any other issues with you during our upcoming meeting.

1. As a type 2 charter school in Louisiana, LFNO is required to serve at least 60% Economically Disadvantaged students. We currently have 42.8%.

a. How do you propose reaching out to and recruiting Economically Disadvantaged students and families?

Recruitment and enrollment of Economically Disadvantaged students has been a long-term focus of this administration. Many outreach efforts have been directed towards this endeavor, and, to some extent, the strategies put in place have paid off in terms of progress towards arriving at the ultimate goal of 60%, as shown by the historical data in the graph below. The progress, however, is simply not sufficient.

Lycée Français de la Nouvelle-Orléans
Historical Economically Disadvantaged Percentages



Listed below are some of the actions that are either currently in place or will be newly implemented for the 2018-19 school year to recruit ED students:

1. Maintaining and strengthening efforts that have historically proved to be successful (partnership with specific early childhood and day care centers serving ED students, such as Kingsley House or Incarnate World, and/or targeted presence in the media/press - both TV and print), partnership with churches and places of worship that serve ED population, presence at outreach events that cater to a certain segment of our city's population (i.e. Urban League of N.O., etc.)
2. Analyzing the success of our recruitment efforts with data charts that show how our resources should be best employed.
3. Having a targeted transportation plan that will provide students of underserved families daily access to our school
4. Adding 20 LA4 seats to our Pre-k 4 program
5. Changing admissions priority in OneApp (priority up to 60% of available seats in Kindergarten applications, Lycée's largest point of entry).
6. A targeted outreach to parents with students currently enrolled to assure that those who qualify as ED students are accurately reflected as such on our rolls.

New alternatives to reach ED students that are in line with the outreach efforts stated above are:

1. Reaching out to dental clinics of medical centers serving disadvantaged families.

2. Reaching out to our city's community colleges to seek the possibility of identifying students with young children for the purpose of recruitment and enrollment.
3. Preparing a video Public Service Announcement to promote Lycée's outstanding school program targeted at the ED community.

If the current and projected strategies do not reach the intended goal, we will continue to add more aggressive enrollment strategies that will require a change of mindset. We will go from a program-centered recruitment approach (i.e. our presence at events where we inform the public about our program) to a family-centered approach. In this scenario, and throughout the school year, Lycée admissions staff will be a consistent presence (one or two hours per week at the same locations, days, and times) in selected partner pre-schools and be part of morning activities. I envision our staff members welcoming families in the morning, adding a brief French story-reading, singing, counting time with students, teach students a simple song they will sing to parents during parent night, etc. This recruitment strategy will serve the need to build relationships with new families, build interest in bilingual education and understanding of its benefits, which will lead to trust in our program and undoubtedly result in the identification of eligible children and families that show interest and might not otherwise have applied to our school. We will then work with these families to facilitate enrollment. This could be a short-term strategy that will assist us in recruiting, enrolling, and maintaining enrollment of ED students, their family or friends. Word of mouth will ensure continuity of flow.

We will also continue to provide our target population with opportunities to get to know our school via outreach events, and focus our recruitment effort with the assistance of volunteers who either speak the same language as the target families (i.e. Spanish, Vietnamese, Haitian Creole, etc.), or come from the same communities.

b. Beyond merely getting them registered as students, what tactics might you deploy to ensure parents feel welcomed into and part of the LFNO community?

While I believe we are on the course towards attaining the 60% target, the issue outlined in this second question requires a more in-depth response and scrutiny.

Our school is a very special place of teaching and learning. Lycée has a culturally and linguistically diverse student body, students of wealth, middle-class, and students from low-income families, a workforce of multiple nationalities with different values and views, expectations, experiences, preferences and processes, in varying forms. While this variety has the potential to be a great thing that drives innovation, it must be managed inclusively, with respect for differences and curiosity about differences. Someone once said that diversity is the mix, but inclusion is making the mix work, and I believe in the power of this statement. The payoff of 'making this work' will be substantial and integral to our school's growth, and will be what makes our families feel welcome in our school community.

In order to achieve a functional, inclusive and positive work environment, where a collaborative a cooperative community strives for the benefit of students' growth and progress, we need to continuously re-examine what we do and to be open to dialogue and change. Through the practice of self-examination and personal growth, school leadership can engage in transformative

work that aims at building trust, confront issues of social justice, transform instructional practices to meet the diverse learning needs of students, transform school social engagement practices, while involving all stakeholders.

Changing demographics demand that we operate on several fronts in order to make families feel welcome:

School, Faculty, and Staff

1. We must engage in a vigorous, ongoing and purposeful process of professional development to prepare all faculty and staff to function effectively in a highly diverse environment. One essential outcome of these conversations is to establish that racial, cultural, and economic differences are real, that they make a difference in learning outcomes, and that it is our responsibility to ensure students' educational needs are met by building educators' cultural competence so they are better able to form authentic and effective relationships across differences and foster a supportive learning environment. This is particularly important, as well as challenging, in the context of a very diverse and ever-changing school workforce and that is why it must be continuous, ongoing and cyclical. One important partner to this effort is CODOFIL, with whom we must and will discuss the development of professional development targeting diversity so that foreign teachers are better prepared to learn about the population of students that are going to serve, attain the appropriate sensitivity to their needs and expectations, and continue this important work of self-growth as they come to our school.
2. Curriculum should always honor a student's culture and life experience. While teaching the French curriculum provides a challenge in this arena, we still have opportunities to ensure that we can promote this essential element of culturally responsive teaching, both within the framework of the French national curriculum and the English language arts curriculum. We must work with purpose and intent and propose reading selections that connect new material to students' existing experiences.
3. Another way that we can engage families and become a trusted educational partner is to use data to make transformative changes to make sure all demographic groups are served well and that there are none who fall behind, either in failure or mediocrity. One example is to look at our gifted rosters (and soon our honors or AP rosters with the opening of the high school), to see how many students are enrolled that are from the different groups or subgroups and purposefully move towards balance and equitable outcomes via our policies and procedures. We should never take anything for granted.
4. Adding an equity statement to our non-discrimination statement such as: "LFNO is committed to ensuring an equitable and respectful educational experience for all of its students", will clearly communicate our vision for having a vibrantly diverse school, where all students are welcome and served.

Students

1. Our school population has indeed seen an explosion in numbers over the last five years, and we must catch up with defining, promoting and implementing the essential elements that make our school culture. We need to work on the delivery of messages focusing on the importance of respect, responsibility, understanding - and most of all acceptance - of

each other's differences, as well as empathy. With the completion of a PK – 8 grade program, we are ready to work on the development of student leadership (i.e. student council) to empower student participation in the creation of a collaborative learning environment and culture where they understand how diversity encourages them to question their assumptions, gain appreciation of the complexity of today's ever changing world, and that wisdom may be found in unexpected voices. By working together, students will see the educational benefits—cognitive, social, and emotional—for all students who interact with classmates from different backgrounds, cultures, and orientations to the world. This will assist us in positively affect students' motivation and performance, and continuing to be a place of vibrant opportunity for all.

Families

1. Families are invited to be active participants in a family engagement plan that envisions a productive and constant dialogue between them, the school administration, teachers and staff, and students. While the drafting of a family engagement plan is a requirement under ESSA, the partnership promoted and envisioned by the plan, which includes the articulation of specific goals and objectives, provides the basis for ongoing dialogue and the development of trusted relationships where commitment, collaboration, responsiveness and respect are the pivotal elements of such engagement.

Community and all other stakeholders

1. One other way parents will feel welcome is to feel like they are part of a community that values, appreciated and advances their priorities and hears their voice. That is why we need to strive for a more diverse PTO board where the joint development of shared priorities can be genuinely representative of all members of the community. While our PTO board has been historically strong and effective, the addition and inclusion of diverse members of the community (which has been a goal of the members of the PTO board) may lead to increased volunteerism which in turn supplies the school with more resources and support.
2. I believe it is important to identify effective third party community partnerships that can mediate and serve as a soundboard and bridge among stakeholders if and when needed, so the discourse will continue to be positive, inclusive and forward looking.

While all the above mentioned points are no quick fixes and part of a long-term process, particularly because transformation and change must be ever-present in an ever-changing society, one clear constant is that none of the above will be possible without clear leadership commitment and vision. That is why my plan would be to start the new school year with a school leadership retreat when we identify the core values that will drive our work, where we can share recurring challenges in order to find solutions, and we plan for schoolwide structures that can be in place before the year begins that will deepen partnerships while implementing support systems and agreed upon strategies.

2. As a public school, LFNO must serve a wide variety of students with special needs.

a. Describe your approach to Special Education, including serving the needs of all students and maintaining compliance with the complex law.

I envision the role of the CEO to be, among other things, that of an instructional leader who pursues a vision that sets high expectations for all students. Serving the needs of students with disabilities and/or exceptionalities, is a responsibility that comes with a student-centered approach to education, which affords all students appropriate access to the general curriculum as well as effective instructional services and support where needed. In the case of students with disabilities, this is done in the least restrictive environment so that they can meet the goals and objectives of their IEP and access a free and appropriate public education, as required by law and as is the underlying and unwavering vision of this school leader.

For a number of reasons, special education has been one of the major challenges facing Lycée as it grew and developed. Working on refining the school's policies and procedures as written in the student services handbooks (RTI, SPED, Gifted and Talented, EYS and Pupil Appraisal) has honed the fundamental knowledge and skills that will enable me to effectively perform essential special education leadership tasks. I will continue to support and refine as needed the policy backbone of our practices, so that information is accessible to all stakeholders and expectations regarding services are clearly communicated.

Some action items to serve the needs of all students and achieve the goal of maintaining compliance are:

1. Scheduling professional development: provide instructional staff (general education and special education) with year-long, targeted professional development in the area of RTI and SPED. A PD calendar will be set at the beginning of the school year. PDs will be scaffolded and ongoing, and meant to 1. assist general education teachers to access needed knowledge about special education and the skills to teach students with disabilities, and 2. assist interventionists to effectively implement relevant and timely interventions and rigorous instruction with the availability of appropriate resources; assist them to perform effective data gathering and progress monitoring, while maintaining deadlines, submitting and accurately filing documentation, and clearly communicating with families.
2. Planning and preparation: lesson planning will be more closely monitored for completion of plans for differentiation, accommodations and modifications. Support will be given to teachers who need to improve instructional effectiveness. Focus will not just be on skills or strategies, but on implementation. Walkthroughs and observations will evaluate the presence of high quality instruction and evaluators will be trained in providing effective evaluative feedback.
3. Evaluation: a walkthrough/observation tracker with details of classroom visits will provide administrators with data on teachers needing support and on the type of support needed.
4. Improving effectiveness: team data meetings led by support personnel and including teachers will provide effective team building and sharing as well as collaborative work to improve educational effectiveness (which includes providing required accommodations and modifications as per IEP requirements), which enhances high quality instruction and, by consequence, student achievement.
5. Communicating with families: scheduling after school Student Services informational sessions with parents in order to meet their need for information regarding rights,

responsibilities and processes as well as have a better understanding of our programs' offerings.

My goal in these effort is to create a culture of trust and collaboration among students, teachers, and parents, and create a positive student services experience that will benefit every student's individual progress.

b. How do you tackle added challenges of including services for French language acquisition needs for students, maintaining services while students partake in LFNO's Thinking Outside of the Classroom external classroom experiences, and ensuring teachers can attend the Special Education meetings for their students?

French language intervention:

Services for students with difficulties in French language acquisition have always been offered at Lycée, and all interventionists are bilingual. These services, however, are granted on the basis of a simple teacher referral stemming from classroom performance and not backed by assessment data because of the lack of reliable or effective assessments tool. We need to make a shift in the way we offer French language support services and use data for accurate decision making. In order to do so, we need to formulate and adopt appropriate evaluation tools. For the first time this year, the French Ministry of Education is releasing a beginning of the year and middle of the year assessment targeted to first grade and a beginning of the year evaluation for sixth grade. One already exists for second and third grade. The DELF also provides data on student performance at the end of fifth grade. More importantly, I plan to use the results of assessments created to develop Student Learning Targets (SLTs) which will be used to provide data needed to determine a student's ability in French (with three benchmark data points) and assist in setting intervention goals and support.

Intervention and support services during TOC:

After much consideration and thought, offering intervention services during TOC experiences can be accomplished with a scheduling change that will guarantee a strong and constant level of services.

The problem: students leave for TOC experiences for a number of consecutive weeks. Interventionists cannot provide services when students are away which may result in diminished or interrupted services, potential pause or regression of progress, and lack of compliance. Moreover, once students return to campus at the end of the experience, if they were working in an intervention group they are no longer at same level as the other small group classmates, which requires the interventionist to add a block to their schedule to serve the student/s who is/are behind. This is not easy to accomplish. It is also generally difficult for the interventionist to catch up with make-up sessions after a month of absence.

The solution: I envision a schedule shift that will provide a solution to this challenge. Instead of organizing a consecutive multi-weeks' experience, students will leave one week at a time on a rotation basis. By doing so, interventionists can provide make-up sessions immediately after

students return from their TOC week and maintain the overall group level of instruction. This solution has other benefits: it will provide improved grade level instructional planning consistency within the general education setting, and teachers will be better able to plan collaboratively. This solution is feasible for the Aquarium, the French Quarter and the Ogden experience, not for the zoo, because of the type of site-based learning project being developed. Because of the geographic vicinity to the school, interventionists and service providers will schedule a set, specific time during the week (for example, Wednesday afternoon) to go to the zoo and provide consistency in support services.

Special education meetings and teacher's attendance:

Attendance at special education meetings poses a delicate balancing act of prioritizing our faculty's teaching time to insure that all of our students get the attention they deserve. On one hand, we need to make sure teachers can participate in the process of discussing a student's strengths and weaknesses, and be part of the IEP goal writing process, and address other issues as well. On the other hand, we cannot afford systematic teachers' absence from the classroom where teachers are compelled to leave a class in session to participate in a meeting. The scheduling of IEP meetings so as not to interfere with ongoing instruction is of great importance to the overall process. Special Education law allows for these obstacles not to interfere with an in-depth, purposeful discussion of a student's educational needs and the writing of a strong IEP. At Lycée, a meeting will be scheduled during a French teachers' planning time if the student's concern is language acquisition or math. If literacy is the issue, the meeting will be scheduled during the English Language Arts' teacher planning time. The Director of Special Education will prepare a Prior Written Notice for the parent or guardian, indicating who the members of the IEP team are, who will be present and who will be excused. If parents/guardians agree to the content on the notice, the non-participating teacher will prepare notes, consult with the Director of Special Education or with the student's case manager/interventionist, and give detailed feedback that can be used at the meeting. If the non-participatory teacher wishes to be present or if the parent is not in agreement with the Prior Written Notice and wishes to meet with more participants - those who are deeply involved in the education of their child - the IEP meeting will be scheduled after school or we will provide appropriate classroom coverage using existing staffing resources.

3. In the 2018-2019 school year, LFNO will serve more than 900 students in grades PK-8. At the same time, LFNO will plan the opening of a high school for the following school year.
a. What steps will you take to ensure a smooth process in the expansion into and renovation of the new high school facility, with consideration of timeline, financial restraints and the interests of relevant stakeholders (parents, community, staff, etc.)? b. As part of the new facility renovation, LFNO will launch a \$2 million capital campaign. What is your plan for raising this type of capital at a school with an aggregate annual giving average of less than \$50k?

Historically, Lycée has always had to plan and prepare three steps ahead to accommodate future growth, and the expansion into the high school grades is no exception. One strategy to maximize our limited faculty resources is to hire middle school teachers who are also qualified to teach high school level courses as well as staff who can initially fulfill dual roles. The facilities we currently occupy will be adequate for our needs over the next two years, however the new CEO must aggressively lead the campaign to raise the funds necessary to renovate our permanent

Priestley campus. While the Capital Campaign committee has projected a goal of five years in which to meet its fundraising goal, within the restraints of fiscal responsibility I would like to set a goal of being in the new campus in two years' time in order to maintain parents' engagement in the fundraising effort and excitement in our school's growth within the larger community. This is a visionary goal that marks our dual achievement of having educated a whole generation of bilingual students from PK to college entrance, while at the same time having created a permanent Lycée campus that will forever be an integral part of New Orleans.

Besides being the architect and instigator of new strategies for raising these monies, the new CEO must be the public face of the school, a persuasive salesperson with potential donors and someone with complete knowledge of the value and details of our program and of the vision of excellence it promotes, so as to stress how important the creation of the nation's first full term French Immersion school will be both a unique educational asset and source of pride for New Orleans, Louisiana, the entire country as well as France.

As a parent of two young adults who both attended a French immersion program and as the Chief Academic Officer of Lycée for the past five years, I have gotten to know a vast community of people. Additionally, my frequent working with the French Consul, members of CODOFIL, meetings with other French immersion schools during conventions, events or shared work, being one of the Director of the Board of Alliance Française, and being acquainted with members of the French-American Chamber of Commerce, have put me in touch with many others we can draw on for help in meeting our goals.

Over the years Lycée has made friends and has a good relationship with some of the city's major bankers that could supply loans based on our proven record of accomplishment. Bank loans must be regarded as a stopgap strategy used only to get construction initiated to meet our targeted time schedule while we continuously work to get the donations, special programs and grants needed satisfy our capital campaign. I am specifically thinking of the charter growth fund from the Bill and Melinda Gates Foundation which gives grant money to charter schools that are expanding their programs.

Below I outline my philosophy of approach and a list of some of my concrete ideas that can accomplish this goal. As CEO, I would apply much of the same "outside the box" thinking we implemented in our off-campus classroom program to our Room to Grow Capital Campaign along with other proven strategies.

I will immediately seek more contacts that are potential donors not presently included on the Capital Campaign donors' list, members prominent city's or state's Francophiles, civic and business leaders, politicians and celebrities, parents and homeowners that live near our new campus who have a tremendous stake in its success, to formulate a list of potential wealthy donors. As CEO I would ask those who have a personal relation with such individuals to make the initial approach and plant the idea of eliciting their financial support by explaining to them the importance and value of contributing to the realization of Lycée's new campus. I would then follow up by extending a personal invitation to major prospects to discuss the school and its needs. In tandem with these critical one-on-one meetings, I will hold informal group social gatherings that could be held in some of the impressive homes of our parents and staff for groups of other potential donors and boosters, with the goal of soliciting donations and school sponsors

by enthusiastically demonstrating how they can be part of history by helping make the permanent Lycée campus of New Orleans a reality. These intimate gatherings will be both informative and conducive to the type of personal interaction that would make giving a donation almost a civic duty. These gatherings will include speeches by the CEO, the French Consul and/or Mayor, parent and student testimonies, a presentation of our promotional movie, along with photos of the site, descriptions of how neighborhood around the site has already dramatically improved in anticipation of our new Campus, and a presentation of the new Campus' beautiful architectural model and the computer generated imagery of how the new building will look completed. We can have volunteer hosts from the staff and parents make the rounds to converse with each guest to discuss their concerns and options on how to make a donation.

Today's political climate, in which there is much talk of closing our borders, presents us with a great opportunity to find financial support for our goals amongst many progressives locally, nationally and even internationally, as they will regard their donation towards the creation of the permanent Lycée campus as an affirmative way of making a strong statement in support for celebrating inclusion that bridges us as an international, global community. These efforts (some of which will be initiated and inspired by student leadership) will outline Lycée's heroic goal of establishing the country's first full grade French Immersion school as a powerful symbol that argues against cultural isolationism and by connecting Americans in one of its earliest cities established by the French to many other cultures and nations through the power of language.

Imagine the impact of a public service announcement that makes this very point narrated by a celebrity spokesperson articulating the importance of establishing Lycée's new campus. This would be a fundraising tool that can be used not only locally, but also nationally and even internationally. In some ways we should be thinking beyond just a Capital Campaign for the new campus and be thinking long term towards creating a school endowment. By raising the profile of Lycée with a campaign that has both national and international impact, we will accomplish much more than just the realization of our new campus by increasing our profile and defining our role as an important education institution serving our city's future.

Other "outside the box" strategy I would pursue include exploring the sale of EB 5 Visas to wealthy foreigners, applying to receive grant money from the Bill and Melinda Foundation Charter Schools Expansion program. This could be a good fit for our goals. There is a wealth of fine French restaurants in our city who have supported us in the past and would possibly be willing to offer an extravagant big ticket fundraising dinner in an elegant tent on the grounds of our new campus for boosters and potential donors. We could call on noted local musicians to supply major entertainment in which the event itself would draw great fanfare, publicity and news articles that would further assist in meeting our goals. Imagine the impact and support that would come from a New York Times feature article on our school's quixotic history and dramatic turnaround success that is on the verge of becoming the nation's first PK-12 French immersion high school.

Social media has proven to be an incredible fundraising force, and with the energy we can gather from our parents and community, we instantly and efficiently launch social media fundraising efforts that could reach a diverse sets of donors. Digital fundraising is not a one size fits all, and we need to work on several fronts. However, when the message is something real and genuine,

and in the end it's about standing for something important, that reaches in a way that inspires people to give. While digital fundraising can be difficult, there is a lot of research available to study the effort and make it worthwhile.

These are just some of the ideas I have formulated during the period I was deciding to apply for the position of CEO. There are so many creative people within the Lycée community that we can solicit further fundraising strategies from to help us reach our goals and more, that the ideas presented here should be regarded as only a few of the efforts that will ultimately be considered and adopted. Where there is a will, there's a way, and by setting an ironclad goal of having our student learn and grow in the new campus, we will achieve that goal.