Four Possible High School Scenarios

1. Shared Facility (only) – ISL shares a facility with an existing high school. Under this scenario, ISL would continue to operate its own independent charter, but would share physical space with an existing high school.
    a. What's in it for the partner institution: ISL would pay the other school rent, probably in the form of a percentage of our per-student MFP.
    b. Advantages to this system
        i. ISL uses another school's facility
        ii. No change to the ISL charter
    c. Remaining challenges and questions
        i. By itself, shared facility does not address the problem of too few ISL students to fill high school classes
        ii. Question about how much of its high school MFP ISL can afford to give up; is this system financially viable?

2. Shared facility with academic exchange – ISL shares a facility with an existing high school, and conducts an academic exchange program with the partner institution. Students from the other school attend Spanish and French classes taught by ISL target language arts (TLA) teachers; ISL students would attend core classes (ELA, Math, Science, etc) taught by teachers at the partner institution.
    a. What's in it for the partner institution: ISL would pay the other school, rent (percentage of MFP); students from partner institution would attend ISL classes (use of ISL TLA teachers)
    b. Advantages to this system
        i. ISL uses another school's facility
        ii. ISL shares burden of filling high school classes
        iii. No change to the ISL charter
    c. Remaining challenges and questions
        i. How much MFP would ISL have to share with partner school?
        ii. How many students and teachers would have to be included for for this system to be financially viable?
        iii. Would need to work out details of the academic exchange program: How many partner institution students would attend ISL classes? Which partner institution classes would ISL students attend? Possibly use the NOCCA exchange program as a model

3. Independent ISL High School – Three possible models
    a. A continuation of the current ISL student body progressing to grade 9, adding one year at a time.
        i. Advantages to this system
            1. Retain complete control
            2. No change to the ISL charter
        ii. Challenges and questions
            1. Very difficult to make this work financially or fill out the necessary high school curriculum with small student body, especially in early years of the school
    b. Open Access ISL High School grades 9-12 populated with students from the general student population who have appropriate language skills.
        i. Advantages to this system
            1. Retain complete control
            2. No change to the ISL charter
        ii. Challenges and questions
            1. Very difficult to find enough new students with appropriate language skills. Will encounter same problems as above.
    c. Language Institute based on a NOCCA model where students attend to study various languages and cultures, but graduate from a separate diploma granting institution (high school, home school, etc.).
        i. Advantages to this system
            1. Retain complete control
            2. Possibly avoid changes to the ISL charter
            3. Incoming language students subsidize ISL facility costs
        ii. Challenges and questions
            1. Would ISL maintain a full faculty to teach high school math, science, etc. classes, or would students attend other facilities?
            2. How many incoming students are necessary for this model to work? How would we guarantee an adequate flow of acceptable incoming students?

4. Cooperative High School made up of all immersion schools in the greater Metro Area. This possibility is wide open. Would require new charter and extensive new planning.